DOCUMENT RESUME

ED 199 159 SO 013 217

AUTHOR Nelson, Murry, Ed.
TITLE Justice Education Teaching Strategies (JETS): K-6, 4.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
SPONS AGENCY Pennsylvania State Commission on Crime and Delinquency, Harrisburg.
PUB DATE 80
NOTE 58p.: For a list of related documents, see SO 013 213. Some pages may not reproduce clearly from EDRS due to light print type of italics and some small print throughout original document.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Citizenship Education: Citizenship Responsibility: Conflict: Crime: Elementary Education: Grade 4: *Justice: Learning Activities: *Legal Education: Safety Education: Self Concept: Teaching Guides: Units of Study

ABSTRACT

This teaching guide, one in a series of K-6 guides, contains classroom activities dealing with citizenship education for use with children in grade four. The purpose of the series is to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others. There are three units of study. Most of the units are self-contained. However, some of the activities do require the use of publisher available resources. In Unit I, "Understanding Self and Others," students learn about feelings, responsibility, and conflict. Unit II, "Understanding Society," examines rules and authority. Protective strategies is the topic studied in Unit III, "Understanding Safety and Crime Prevention." Students are involved in many different kinds of activities. Some examples follow. In one activity students analyze and discuss pictures that reflect conflict situations. If students have personal problems or conflicts, they can write them out and place them unsigned in a box in the classroom marked "Problem Mailbox." At the end of the day or at the end of the week the class reads the problems and discusses solutions. In an activity on broken rules, the class is divided into three groups. Each group must develop a list of ten rules most often broken by fellow students in their school and then decide on a reasonable and suitable consequence for disobeying the rule. The groups then share their lists. Other activities involve students in putting on skits, analyzing case studies, reading and discussing short selections, doing crossword puzzles, and completing worksheets. The guide concludes with a listing of print and nonprint student materials. (Author/RM)

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JETS

JUSTICE EDUCATION TEACHING STRATEGIES K-6

SO 013 217

ACKNOWLEDGMENTS

This curriculum project was and is the work of many people. It was initially developed as "Teaching Individuals Protective Strategies" by a team of educators from the Charlottesville City and Albemarle County School System of Virginia under the supervision of Scott Hamrick. We gratefully acknowledge their work and profer our thanks for allowing us to use their materials, funded by a Title IV-C grant, as a basis for our Pennsylvania revision.

The Pennsylvania Commission on Crime and Delinquency provided the funding for the revision of the curriculum. Richard Allen, James Strader and Herbert Yost of the Commission supported our work with their leadership and helped rally other groups to our cause; chief among them, the Regional Technical Assistance Officers of the Commission and the Pennsylvania Crime Prevention Officers Association.

The booklets were revised by seven patient and qualified educators—Elizabeth Nelson, Rene Tames of the Reading School District, Barbara Grandel of the Reading School District, Joan Duke of the Moniteau School District, Marvin Robinson of the Philadelphia School District, Karen Beemiller of North Hills School District and David Wright of Governor Mifflin School District. They were initially aided by Nancy Wyner of Wheelock College, curriculum consultant.

Murry Nelson of the College of Education, Pennsylvania State University was coordinator of the revision effort and served as general editor of the revised curriculum booklets. His efforts under severe time constraints are much appreciated.

Dorothy Rigby of the State College Area School District organized the dissemination for these materials and we thank her and the many fine teachers and administrators who have attended workshops organized for disseminating the JETS curriculum.

Richard Rosenfeld was responsible for layout and graphics and Polly Jo Muthersbaugh served as project secretary and typist. Their work brought everything together and their special talents should be noted.

The following students contributed drawings, puzzles or riddles: Molly McConnell, Bobby Shawgo, Ginger Young, Kellie McAndrew, Mike Byers, and Chris Pellegrini. All students are from the Moniteau School District.

We extend our thanks to the National Advertising Council for the use of the "Hounddog" logo from their crime-watch program.

1980

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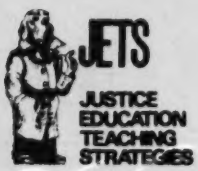

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FOREWORD

JUSTICE EDUCATION TEACHING STRATEGIES: K-6

Justice Education Teaching Strategies (JETS) has been developed to:

1. promote and maintain positive student attitudes and behavior:
   — to have students develop activities to affect value judgments
   — to give a more positive but realistic view of law and people who administer the law
2. assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others:
   — to increase knowledge of civil and criminal law
   — to increase knowledge of procedures used by police and other criminal justice agencies

The program provides learning objectives and activities that will enhance these goals. JETS has been integrated with other material developed by the Pennsylvania Department of Education as Justice Education and Community Action (JECA). Previous PDE work in this area has produced two sets of useful educational competencies for schools — *Law-Related Education Competencies* and *Consumer Education Competencies*. In most cases the purposes or objectives for the particular JETS lessons come directly from these competencies. Thus JETS constitutes one framework, a beginning, for successful incorporation of justice education at the elementary school level in support of citizenship education.

The JETS curriculum is developmental with regard to scope and sequence; yet each booklet stands on its own as a curriculum construct for an individual grade level. The booklets are not long and it is not expected that they alone will constitute the sum and substance of citizenship education for students. Supplementary ideas are included throughout each booklet. The key to the success of any justice education program is the cooperation and utilization of area justice personnel by the teacher in implementing such a program. The teacher must realize and the parents must support this cooperative effort on the part of school, home and community. Many people pay lip service to such an ideal, but citizenship education will only succeed in the short and long range if this cooperation is present and visible.

this symbol denotes additional suggestions to teachers.

UNIT I

Understanding Self and Others

PURPOSE:

Criminal and quasi-criminal acts are prevalent. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

OBJECTIVES:

- The student will learn how attitudes help determine values.
- The student will be able to identify three community responsibilities.
- The student will be able to identify two solutions to conflict.

ATTITUDES AND VALUES

ATTITUDES AND VALUES PROBE (decoding)*
VALUES ARE EVERYWHERE (locating information)*

RESPONSIBILITY

RESPONSIBILITY INQUIRY (critical thinking)
Who Was Responsible? (play)*
Billy's Responsibility (listening and critical thinking)
Rights and Responsibilities (discussion and decision making)*

CONFLICT

RESOLVING CONFLICT (creative writing)
CONFLICT AND CULTURES (discussion)
LET'S NOT FIGHT (art)*
Problem Mailbox (written expression)

*STUDENT WORKSHEET Provided

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ATTITUDES AND VALUES

ATTITUDES AND VALUES PROBE
(STUDENT WORKSHEET Page 11)

Purpose: To reinforce the concept of attitudes and relate attitudes to values by reflecting on own thoughts, feelings and behavior. Show pupils any picture that can be used to stimulate a discussion of human feelings and emotions

Explain to your students that how they feel about persons, places, things, and actions is their attitude toward those things.

ATTITUDE: one's feelings about persons, places, things and actions

DISCUSS:

1. What are your attitudes toward the following?
   - someone who steals
   - property being destroyed on purpose (vandalism)
   - someone who is a good sport
   - sticky floors in a movie theater
   - police officers
   - people who write on bathroom walls
   - speeding
   - people butting in line
   - trying to do your best in school
   - people who borrow things and don't return them
   - people who copy
   - people who are in authority
2. Explain that the attitudes we have toward things help form our values.

   VALUE: something considered important and worthwhile

EXAMPLES:

If we dislike stealing, then we probably VALUE HONESTY.

If we think vandalism is wrong, then we probably VALUE THE CARE OF PROPERTY.

If we think being a good sport is important, then we probably VALUE GOOD SPORTSMANSHIP.

If we think police officers are needed, then we might VALUE LAW ENFORCEMENT.

If we don't like people butting in line, then we probably VALUE COURTESY.

If we think learning is important, then we might VALUE EDUCATION.

Duplicate and distribute the student worksheet. Have students read the paragraphs and decipher the coded words to identify the values. Discuss the answers emphasizing that values influence the decisions that people make on how to behave in everyday situations.

Attitudes And Values Probe

Jim's basketball team lost the game by 6 points. After the game Jim shook hands with the players on the other team.

Jim probably values

S P O R T S M A N S H I P
19 · 16 · 15 · 18 · 20 · 19 · 13 · 1 · 14 · 19 · 8 · 9 · 16

Gene accidently broke the knob off the T.V. set. When Gene's father came home he asked what had happened to the T.V. set. Gene said that he didn't know.

Gene might not value

H O N E S T Y
8 · 15 · 14 · 5 · 19 · 20 · 25

Jennifer spent her allowance money on a birthday gift for her best friend.

Jennifer seems to value

F R I E N D S H I P
6 · 18 · 9 · 5 · 14 · 4 · 19 · 8 · 9 · 16

Frances was late to her music lesson. She decided to take a short-cut through a dark alley.

Frances might not value

S A F E T Y
19 · 1 · 6 · 5 · 20 · 25

Susie was already late for the cook-out. She ran home anyway to get a sweater so that she wouldn't catch a cold.

Susie probably values

H E A L T H
8 · 5 · 1 · 12 · 20 · 8

The bus was very crowded, and there were no seats left. Jerome offered his seat to an old lady who was standing.

Jerome probably values

C O U R T E S Y
3 · 15 · 21 · 18 · 20 · 5 · 19 · 25

CODE:

a	b	c	d	e	f	g	h	i	j	k	l	m	n
1	2	3	4	5	6	7	8	9	10	11	12	13	14

o	p	q	r	s	t	u	v	w	x	y	z
15	16	17	18	19	20	21	22	23	24	25	26

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VALUES ARE EVERYWHERE
(STUDENT WORKSHEET Page 12)

Purpose: To associate an action with a value

Duplicate and distribute the worksheet. Students should read the story and find the specific sentences that support the statements at the bottom of the worksheet.

VALUES ARE EVERYWHERE

(1) It was the day of the big baseball game, and Joe and Kevin were excited. (2) Perhaps their team would win the championship. (3) Joe arrived a little late, because at the last minute he discovered that his uniform was dirty, and he quickly put it through the wash. (4) He was worried that the coach would be angry with him for being late, so he told him that his mother had a flat tire. (5) Kevin finished warming up, and as he came off the field he saw the coach of the other team. (6) "Hi, Mr. Smith," he said. "Welcome to our field and good luck today." (7) Then he hurried over to his team. (8) Kevin's and Joe's coach gave the team final instructions. (9) "Go out there and win, boys," he said. "But most important, be fair and don't argue with the umpire or the other team." (10) In the ninth inning, the team was behind by one run. (11) There were two outs, and Joe's younger brother, Andy, came up to bat. (12) Joe was nervous, because he knew that Andy could not bat very well. (13) The pitch came, and it was very low. Andy swung anyway and hit it right to the pitcher — an easy out. (14) They had lost the game. (15) The other boys on the team started yelling at Andy and calling him names. (16) Joe was upset too, but he was madder at his teammates for making his brother feel bad. (17) He went over and put his arm around Andy. (18) "Come on, Andy, cheer up," he said. "We'll win next year."

What sentence shows that:

Joe valued family. 17, 18
Kevin valued being polite. 6
Joe valued being clean. 3
Joe did not value honesty. 4
The coach valued good sportsmanship. 9
The team did not value good sportsmanship. 15

Discuss the students' answers.

Have students research the lives of famous Pennsylvanians. After learning as much as they can about these individuals, tell pupils that they will conduct a mock interview designed to discover the values of the person studied.

Teacher's Notes...

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RESPONSIBILITY

RESPONSIBILITY INQUIRY

Purpose: To reinforce the concept of being responsible by demonstrating a willingness to assume responsibilities to cooperate and assist in upholding roles and laws

DISCUSS:

1. What does the word "responsible" mean?
   - someone doing what is supposed to be done
   - to accept and carry out a job

   RESPONSIBLE: carrying out a job or doing what you are expected to do

2. What type of person is a responsible person?
   - trustworthy
   - able to carry out and complete a job or chore
   - reliable
   - someone who thinks before acting and is ready to accept consequences for actions and decisions
3. What are some specific responsibilities that we should accept as members of a community?
   - obeying rules and laws
   - respecting private and community property
   - reporting to authorities when witnessing a law being broken or seeing suspicious behavior
   - making sure that pets do not disturb other people or destroy their property
   - reporting emergency situations
4. In what ways can you be responsible for your own behavior or actions?
   - thinking before you act or make a decision
   - being ready to accept the consequences of your actions or behavior
5. Are you ever responsible for someone else's behavior? Yes, if:
   - you are in authority (e.g. babysitting)
   - someone else is visiting in your home, you are responsible for being sure they follow your home rules
   - the behavior of others gets you in trouble
   - you talk someone else into misbehaving
6. In what ways can you be a responsible student in your school?
   - cleaning up after lunch
   - turning in lost items
   - completing assignments
7. In your family, how does age determine the responsibilities of family members?
   - parents responsible for earning money to pay living expenses
   - older brothers or sisters responsible for yard work and watching younger siblings
   - younger children responsible for own rooms and helping older members of family
   - all members of the family responsible for conserving energy and cutting out lights

Who Was Responsible?

(STUDENT WORKSHEET Page 13)

Purpose: To reinforce the importance of fulfilling the responsibilities we accept

Select five students to present the play and allow them time to rehearse.
Following the presentation, allow the Narrator to ask the follow-up questions and lead a discussion.

Who Was Responsible?

Narrator: The children had enjoyed the hamsters all fall. Now it was Thanksgiving week. Ms. Logan asked if a student [illegible] to look after them over the holiday.

Betty: I'll do it, Ms. Logan. I'm sure my mother won't mind.

Ms. Logan: Now, be sure to ask your mother. Tell me tomorrow if she says yes, so we can make other arrangements.

Betty: I will.

Narrator: The next morning Betty and Frank were walking to school together.

Betty: You know, I forgot to ask my Mom about the hamsters, but I am sure it will be all right. I hope Ms. Logan doesn't ask me if I asked Mom. I don't want to tell her a story, but I hate to admit I was not responsible enough to remember to ask about it.

Frank: Don't worry, Betty. If your Mom won't let you keep them for any reason, my Mom already said that I could.

Narrator: When Betty got to school that day, Ms. Logan met her at the door.

Ms. Logan: Oh, Betty! I hope it's all right about the hamsters.

Betty: It's all right.

Ms. Logan: Good. My daughter is sick, and I won't be here tomorrow. So I'm depending on you to take them home and care for them over the holiday.

Narrator: But when Betty got home and told her mother what she had volunteered to do, it wasn't all right.

Mother: Betty, how could you? You know your grandmother is coming over the holidays, and you know she is allergic to animal fur. You should have remembered that we always have to keep the dog outside when she is here. You simply cannot keep them this time — maybe another time.

Betty: Oh, Mom, I'm sorry I forgot. But Frank promised to take them if I couldn't. So it will be all right.

Narrator: It turned out all right, because Frank was able to fulfill his promise and keep the hamsters.

1. Did Betty act in a responsible way?
2. What should Betty have done? (asked her mother's permission)
3. What should she not have done? (lied to the teacher)

Billy's Responsibility

Purpose: To show the importance of meeting responsibilities

Purpose: Identify information that will help in the solving of the problem; pose possible solutions; and predict consequences of alternative action

Read "Billy's Responsibility" to your class.

The playground at Fairview Elementary School was very small. Every lunch hour there was a problem. Softball and kickball were the two favorite noon games, but there just wasn't enough room to play both. A softball was always flying into the kickball court, or a kickball was hitting someone on the head on the softball field. At last Mr. Wonkel, the principal, decided something had to be done. He sent a notice to each classroom asking that each class choose a representative to come to his office to discuss the matter.

Billy was excited when the fourth grade chose him to be their representative. He hurried to Mr. Wonkel's office. He didn't want to be late.

For almost half an hour the representatives of all the classes discussed what should be done. At last the representatives voted to allow only one field game during the lunch hour. The students would have to decide whether they wanted to use the playground for softball or kickball. It was agreed that each of the representatives would discuss the matter with their own classes and that each class would vote on which game it preferred. The representatives of each class would then come back to the principal's office to cast the vote for their class.

When Billy returned to his classroom, he presented the matter to the students. The class was almost unanimous in their vote -- kickball was the choice. Billy was asked to cast a vote in favor of kickball on behalf of his class.

The next day during recess, David, the representative for the fifth grade spoke with Billy. "What's your vote going to be Billy?"

"Kickball," replied Billy.

"Oh come on," David said, "that dumb sissy game? Listen, I've just spoken to all of the other class representatives and without your vote there's going to be a tie. Why don't you vote for softball? If you do, anybody from your class can play on our team."

"No, David, I really couldn't do that," said Billy. "It wouldn't be fair to the class."

"Oh, come on Billy, they'd be glad. They'd really like softball if they knew how to play better, and we'd teach them."

Billy could feel himself waiver. He had always liked softball better himself. "Well, I'll think about it," he said. All during recess and for the rest of the morning Billy thought about what David had said.

That afternoon at the meeting in the principal's office Billy was nervous when it came time for the vote.

"All right boys and girls, this is it," said Mr. Wonkel. "What's it going to be--softball or kickball?"

One by one, Mr. Wonkel called for the votes of the representatives. Billy was the last to cast his vote. "All right Billy," said Mr. Wonkel. "It's a tie to this point, four classes in favor of kickball, four classes in favor of softball. Your vote will decide the question."

Billy felt nervous. He looked at David and then down at the floor. "Softball," said Billy.

"What was that, Billy?" asked Mr. Wonkel. "I'm afraid you'll have to speak up, I can't hear you."

"I said **softball**," said Billy, in a voice that was a little too loud.

DISCUSS:

1. Why do you think the members of Billy's class chose him to be their representative?
   - They trusted him.
   - They thought he was responsible.
   - He was popular.
2. What were Billy's responsibilities as class representative?
   - attend meetings
   - give reports to class
   - vote as class had instructed
3. Do you think that Billy had an obligation to vote for his class' choice of kickball? Can you explain?
   - Yes. By agreeing to serve as class representative, he was also agreeing to vote as the class had instructed him.
4. Which of these responsibilities do you think he carried out? Were there responsibilities that he did not carry out? Can you explain?
   - He attended meetings and made reports to the class, but did not vote as instructed.
5. Why did Billy change his vote? Should he have been influenced by anyone other than his classmates?
   - He wanted to play softball.
   - He was influenced by David.
6. How do you think the class will feel when they find out?
   - angry
   - They may not trust him again.
7. Do you think Billy should be held responsible for his actions in this situation? How should he be held responsible?
   (Allow the class to decide what would happen to Billy if this were your classroom.)

Adapted: McKay, Susan W. (Ed.) Law In a Free Society: On Responsibility. Santa Monica, California: Law in a Free Society, 1973. pp. 19-21.

Rights and Responsibilities

(STUDENT WORKSHEET Page 14)

Purpose: To identify rights protected by laws

Behavioral Objectives

(Cognitive)

1. Pupils will develop operational definitions for the terms *rights* and *responsibilities*.
2. Pupils will identify the Bill of Rights as the source of their personal freedoms.

(Affective)

1. Pupils will identify situations in their own lives where they have had to exercise responsibility when exercising their rights.
2. Pupils will value the rights that they have as American citizens.

Materials: A copy of the Bill of Rights for each student (included with lesson).

Background information:

Many Americans objected to their nation's newly written Constitution because it seemed to stress the powers of a strong central government. Little was said about what the government could not do. There was a fear that the individual and the states would not have any guarantee of their rights.

It was under the leadership of James Madison that the House of Representatives drew up a list of amendments to the Constitution that would provide the rights desired. On December 15, 1791, ten of these amendments were added to the Constitution. These amendments were given the title the "Bill of Rights."

Procedure:

1. Introduce the lesson by initiating a brief discussion in order to define the terms "rights" and "responsibilities." Relate the following accounts:
   a. If John sees Mary going under his desk and taking his pencil, he may say to her, "You have no *right* to take that." Ask: "What does John mean by this?"
   b. Suppose you came home from school one afternoon and one of your parents greeted you by saying, "Robbie — go directly upstairs and clean up your room! You know that's your responsibility!" Ask: "What does the parent mean by the word *responsibility?*"
   c. At one time or another you may have been given the right to own a puppy. As a result, you may have been required to feed it, keep the puppy clean, clean up the area where the pup lived, and walk the pup regularly. What word can we use to describe the things we had to do in order to have the right to keep the puppy? (responsibility) Do you think your parents would have had the right to take the puppy away from you if you didn't take care of it? Why? Why not?

2. Have pupils label one sheet of paper "MY RIGHTS." Label the second sheet "MY RESPONSIBILITIES." Ask pupils to put the following subheadings on each paper: IN MY HOME, IN MY NEIGHBORHOOD, IN MY CITY. Accept other suggestions from pupils such as: IN MY CLASS, TO MY BEST FRIEND, IN MY CLUB, etc. Ask each pupil to complete a personal list of rights and responsibilities under each category. Permit pupils to share their lists.
   a. Ask pupils: "WHAT GIVES YOU THE RIGHT TO HAVE RIGHTS?" or "WHERE DO YOU THINK YOUR RIGHTS COME FROM?"
   b. Introduce students to the Bill of Rights. Read the background material included with this lesson or refer to your social studies text.
3. Give each pupil (or have them copy) a summary of the Bill of Rights. Explain that an *amendment* is an addition to or change in a document. Ask pupils to name the document to which the Bill of Rights was added.

Part Two

Purpose: Demonstrate an understanding of due process, demonstrate an understanding of the basic human rights, as noted in the Bill of Rights and provided with case studies involving problems of personal and property rights, propose and substantiate a solution

Procedure:

1. Tell pupils that they will now have an opportunity to discuss different examples that have something to do with the Bill of Rights. Their task is to figure out which amendment applies to each example. Discuss the following examples with the class:

   a. Personal vs. Property Rights

   For the past few months it seemed that every other house on Susan's block had been burglarized. Susan's dad purchased a gun and said, "Just let one of them walk in here; I'll show 'em the real meaning of justice." Susan's mother thought it was a good idea to have some protection around the house, but she was downright afraid of guns. The father told the mother that the family had a right to have a gun in the house so she'd just have to get used to the idea.
   (1) Reviewing the case:
      (a) Which amendment to the Constitution gave Susan's dad the right to own a gun?
      (b) What precautions would Susan's dad or one of your parents have to take if a firearm is to be kept in the home?
      (c) Whose responsibility is it to see that innocent people don't get hurt?
      (d) Do you think that the local, state and federal governments also have responsibilities in this area? What might those responsibilities include?

   b. Group vs. Individual Rights

   One of the amendments to the Constitution gives people the right to come together in small or large numbers when they feel that it is necessary. It so happened that a group of thirty people decided to hold a meeting on and around your front steps. No one could enter or leave your home. When one of your parents told the people to move, they claimed that they had the right to be there.
   (1) Reviewing the case:
      (a) Which amendment applies to this case?
      (b) What is meant by freedom of assembly?
      (c) Did the group have the right to assemble on your property?
      (d) What responsibilities did the group have toward you and your property?
      (e) What other freedoms are guaranteed by the first amendment?

   A boy named Paul was a fifth-grade student. Some of his classmates told the teacher that they had seen Paul steal something from someone's desk. After Paul was accused, he insisted that he hadn't taken anything. He became upset and ran out of the classroom in tears.
   (1) Reviewing the case:
      (a) Did Paul have a chance to give his side of the story?
      (b) Was there an opportunity to gather evidence?
      (c) Were Paul's accusers ever questioned about their statements?
      (d) If a group of adults accused another adult of stealing, would the accused have a chance to defend himself/herself?
      (e) Which amendment(s) would apply to the case?

2. Summarize the lesson by completing the following chart with your class.

RIGHTS	AMENDMENT	YOUR RESPONSIBILITY	GOVERNMENT'S RESPONSIBILITY
To bear arms	#2	exercise caution	don't let criminals buy guns
etc.			

(Use the chart in reflecting upon the three cases as well as any other rights and responsibilities that you choose to introduce.)

3. Conclude by discussing the following information. Individuals are guaranteed certain rights by the first ten amendments to the Constitution. All people have the responsibility to obey the law and not hurt others by their actions. Our government shares in this responsibility, since it is responsible for guaranteeing our rights.

Teacher's Notes...

CONFLICT

RESOLVING CONFLICT

Purpose: Determine factors which create conflicts among individuals and societies and develop a knowledge of various methods for resolving conflict

1. Develop the concept of conflict by showing and discussing pictures that reflect any of the following circumstances:
   - a problem or opposition between two things
   - something which needs a solution in order to continue
   - when there is a question of right and wrong
   - when a situation occurs which calls for an action to be taken
   - when there are two things happening simultaneously and a decision needs to be made on which action to take

   CONFLICT: a problem to be solved either with self or others
2. Does conflict have to occur only between people?
   - No. A conflict can be with yourself (Should I cheat on a test or not; should I go straight home after school or should I play ball for a while with my friends?).
3. What are some different ways of solving conflict?
   - violence
   - discussion
   - forgetting it or overlooking it
   - compromising
4. Is conflict always wrong?
   - Conflict is natural and commonplace and in some cases desirable, e.g. people having a conflict of ideas which results in understanding different viewpoints.
5. Are you responsible for solving your own conflicts in a manner which does not hurt or destroy?
   - Yes.

Write a conflict situation on the board.

- Your closet door is stuck, and you can't open it.
- Your parents said that you could not go to the circus with your best friend.
- You want to watch TV until 10 o'clock, but your babysitter says, "No!"

Have each student list as many alternative solutions to the situation as they can within a time limit. Discuss the solutions and emphasize that conflicts can be solved in many different ways.

CONFLICT AND CULTURES

Purpose: Determine factors which create conflicts among individuals and societies

Procedure:

1. Ask pupils if they can think of any examples of conflict in places other than their own community. Tell students that you will share information that will give them clues about people in another part of the world.
2. Read and discuss the following information with the class:

   The rural African considers all land to be the possession of divine spirits. Man cannot own it; he can only hold the right to use it. In fact, before the coming of the Europeans, land was not bought, sold, or inherited. Man makes an agreement with the spirits for the privilege of using the land. He is "given" rights to the use of land on a group basis; that is, land is to be used not individually but by whole families, clans, or tribes. This right of usage is handed down from generation to generation in the extended family. All the people of a region know the exact boundaries of each family's land, despite the fact that no written records, surveys, or boundary markings exist. In the African mind, the right to use the land was granted to ancestors now dead; this right belongs to the living and will in turn pass to future generations. Thus, there are no individual property rights; only property that results from labor can be bought, sold, or inherited.

   From: *Tradition and Change in African Tribal Life* by Colin M. Turnbull
   The World Publishing Company, Cleveland and New York

   a. Discussion questions:
      - Were people in the story able to own land? Why? Why not?
      - Do you know anyone who owns any land?
      - Do you know anyone who owns any other type of property?
      - What are some things that you own?
      - What do you think would happen in the story if someone did try to claim land for his/her own?
      - Would such a situation be an example of conflict? Why? Why not?
3. Divide the class into groups. Have each group use the information discussed above as the basis for a dramatization that illustrates the development of conflict.

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LET'S NOT FIGHT
(STUDENT WORKSHEET Pages 15-18)

Purpose: Develop a knowledge of various methods for resolving conflict

Divide your class into four groups. Give each group a copy of one of the case studies. Have them read and follow directions at the beginning of the case study. Provide each group with the necessary materials for drawing. When all groups have finished the assignment, allow each group to explain their case study and show and explain their drawings and to discuss the follow-up questions.

Let's Not Fight

Case Study I

Directions: (1) Read the Case Study
(2) Decide as a group what kinds of pictures would tell the story. One picture should show a way to solve the problem.
3)(3) Decide who will draw each picture. When all pictures have been finished, put them together like a comic strip.
(4) Be ready to tell the class about your story, the way you solved the problem and to discuss the follow-up questions.

Susie was in the fourth grade at Bellmeade School. Her brother, Andy was in kindergarten at the same school.

Susie has been instructed by her parents to see that Andy was cared for on the bus to and from school. At the end of the first day of school Susie's class got on the bus first. Susie sat down near the front and left room for Andy to sit beside her when his class came to the bus.

Before Andy's class got on the bus, Lois, a fifth grader, sat down beside Susie in the place being held for Andy. Susie said, "You can't sit here. I'm saving this seat for my little brother." Lois retorted, "I can sit anywhere I want to and you can't do anything about it. Don't you know the principal told us today we're not supposed to save seats for others?" Susie explained that she was doing what her parents had asked her to do and shoved Lois into the aisle. Lois got up and hit Susie and the two girls got into a big fight.

The bus driver finally got Susie and Lois separated and took them to Mr. Slayton, the principal.

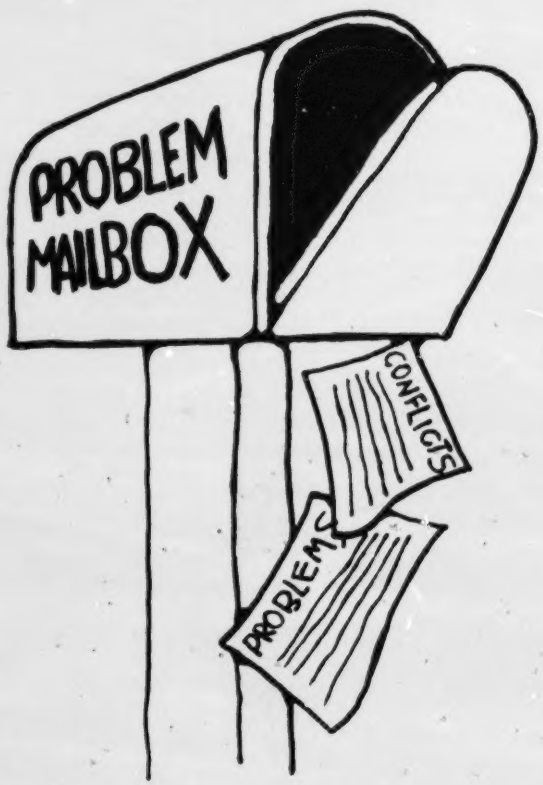
1) If you were Mr. Slayton, how would you solve this problem?
2) Who was to blame for the fight?
3) Should either of the girls be punished? If yes, what punishment would you give?
4) How might this entire episode been avoided?

You may wish to use these case studies as open-ended stories for creative writing.

Problem Mailbox

Purpose: To allow students to seek help from their fellow students in solving problems

Have a box in the room marked "Problem Mailbox". Tell the students that if they have problems or conflicts they should write them out and place them unsigned in the mailbox. At the end of the day or at the end of the week, allow time for some of these problems to be read and some solutions discussed.



Attitudes And Values Probe

Jim's basketball team lost the game by 6 points. After the game Jim shook hands with the players on the other team.
Jim probably values

_____

19 - 16 - 15 - 18 - 20 - 19 - 13 - 1 - 14 - 19 - 8 - 9 - 16

Gene accidently broke the knob off the T.V. set. When Gene's father came home he asked what had happened to the T.V. set. Gene said that he didn't know.
Gene might not value

_____

8 - 15 - 14 - 5 - 19 - 20 - 25

Jennifer spent her allowance money on a birthday gift for her best friend.
Jennifer seems to value

_____

6 - 18 - 9 - 5 - 14 - 4 - 19 - 8 - 9 - 16

Frances was late to her music lesson. She decided to take a short-cut through a dark alley.
Frances might not value

_____

19 - 1 - 6 - 5 - 20 - 25

Susie was already late for the cook-out. She ran home anyway to get a sweater so that she wouldn't catch a cold.
Susie probably values

_____

8 - 5 - 1 - 12 - 20 - 8

The bus was very crowded, and there were no seats left. Jerome offered his seat to an old lady who was standing.
Jerome probably values

_____

3 - 15 - 21 - 18 - 20 - 5 - 19 - 25

CODE:

a	b	c	d	e	f	g	h	i	j	k	l	m	n
1	2	3	4	5	6	7	8	9	10	11	12	13	14

o	p	q	r	s	t	u	v	w	x	y	z
15	16	17	18	19	20	21	22	23	24	25	26

VALUES ARE EVERYWHERE

(1) It was the day of the big baseball game, and Joe and Kevin were excited. (2) Perhaps their team would win the championship. (3) Joe arrived a little late, because at the last minute he discovered that his uniform was dirty, and he quickly put it through the wash. (4) He was worried that the coach would be angry with him for being late, so he told him that his mother had a flat tire. (5) Kevin finished warming up, and as he came off the field he saw the coach of the other team. (6) "Hi, Mr. Smith," he said. "Welcome to our field and good luck today." (7) Then he hurried over to his team. (8) Kevin's and Joe's coach gave the team final instructions. (9) "Go out there and win, boys," he said. "But most important, be fair and don't argue with the umpire or the other team." (10) In the ninth inning, the team was behind by one run. (11) There were two outs, and Joe's younger brother, Andy, came up to bat. (12) Joe was nervous, because he knew that Andy could not bat very well. (13) The pitch came, and it was very low. Andy swung anyway and hit it right to the pitcher — an easy out. (14) They had lost the game. (15) The other boys on the team started yelling at Andy and calling him names. (16) Joe was upset too, but he was madder at his teammates for making his brother feel bad. (17) He went over and put his arm around Andy. (18) "Come on, Andy, cheer up," he said. "We'll win next year."

What sentence shows that:

Joe valued family. _____

Kevin valued being polite. _____

Joe valued being clean. _____

Joe did not value honesty. _____

The coach valued good sportsmanship. _____

The team did not value good sportsmanship. _____

STUDENT WORKSHEET

Who Was Responsible?

Narrator: The children had enjoyed the hamsters all fall. Now it was Thanksgiving week. Ms. Logan asked for a volunteer to look after them over the holiday.

Betty: I'll do it, Ms. Logan. I'm sure my mother won't mind.

Ms. Logan: Now, be sure to ask your mother. Tell me tomorrow if she says no, so we can make other arrangements.

Betty: I will.

Narrator: The next morning Betty and Frank were walking to school together.

Betty: You know, I forgot to ask my Mom about the hamsters, but I am sure it will be all right. I hope Ms. Logan doesn't ask me if I asked Mom. I don't want to tell her a story, but I hate to admit I was not responsible enough to remember to ask about it.

Frank: Don't worry, Betty. If your Mom won't let you keep them for any reason, my Mom already said that I could.

Narrator: When Betty got to school that day, Ms. Logan met her at the door.

Ms. Logan: Oh, Betty! I hope it's all right about the hamsters.

Betty: It's all right.

Ms. Logan: Good. My daughter is sick, and I won't be here tomorrow. So I'm depending on you to take them home and care for them over the holiday.

Narrator: But when Betty got home and told her mother what she had volunteered to do, it wasn't all right.

Mother: Betty, how could you? You know your grandmother is coming over the holidays, and you know she is allergic to animal fur. You should have remembered that we always have to keep the dog outside when she is here. You simply cannot keep them this time — maybe another time.

Betty: Oh, Mom, I'm sorry I forgot. But Frank promised to take them if I couldn't. So it will be all right.

Narrator: It turned out all right, because Frank was able to fulfill his promise and keep the hamsters.

1. Did Betty act in a responsible way?
2. What should Betty have done? (asked her mother's permission)
3. What should she not have done? (lied to the teacher)

THE BILL OF RIGHTS

AMENDMENT 1 (Freedom of Religion, Speech, Press, Assembly, and Petition)

Congress cannot set up an official national religion. It cannot stop a person from practicing his/her own religious beliefs. Congress cannot limit or control a person's right to speak and to write publicly. Congress cannot prevent people from meeting peaceably or from asking the government to correct any wrongs.

AMENDMENT 2 (Right to Bear Arms)

Each state should have its own army. Therefore, the right of the people to keep and use guns shall not be taken away.

AMENDMENT 3 (Housing of Soldiers)

No soldier shall, in peacetime, be housed in any private home without the permission of the owner. No soldier shall, in wartime, be housed in any private home except under definite legal rules.

AMENDMENT 4 (Search and Seizure)

People have the right to privacy. Their homes, their papers, and their possessions are protected against unreasonable searches and seizures. Such privacy cannot be denied except with a warrant. No warrant may be issued except for a likely cause.

If a warrant is issued it must state the place to be searched. It must also state the person or things to be seized.

AMENDMENT 5 (Life, Liberty, and Property)

No person can be held in jail for an important crime unless he/she is accused by a grand jury. The exceptions are in cases in the armed forces in wartime. No person who is declared no guilty by a jury or judge can be tried again for the same crime. No person need be a witness against himself/herself. He/she cannot have his/her life, liberty, or property taken away from him/her without due process of law. (This protects the individual against the power of unfair and unjust government.)

AMENDMENT 6 (Right to a Speedy and Fair Trial)

In all criminal cases, the accused person has the right to a speedy and public trial, by an impartial jury in the state where the crime was committed. The accused must be told the chargest against him/her. He/she must come face to face with witnesses against him/her. He/she is entitled to witnesses in his/her defense. He/she is entitled to a lawyer to help in his/her defense.

AMENDMENT 7 (Jury Trial and Civil Cases)

In all cases involving more than twenty dollars, the accused has the right to a trial by jury.

AMENDMENT 8 (Bails, Fines, Punishments)

No person shall have to put up an unreasonable sum of money to be freed on bail while awaiting trial. If found guilty, no person shall have to pay too high a fine or be given cruel and unusual punishment.

AMENDMENT 9 (Other Rights)

The fact that some rights are listed in the Constitution does not mean that we do not have other rights that are not listed.

AMENDMENT 10 (Powers Reserved to the States)

All powers not stated in the Constitution and not prohibited to the states shall belong to the individual states or to the people.

STUDENT WORKSHEET

Let's Not Fight

Case Study I

Directions: (1) **Read the Case Study**
(2) **Decide as a group what kinds of pictures would tell the story. One picture should show a way to solve the problem.**
(3) **Decide who will draw each picture. When all pictures have been finished, put them together like a comic strip.**
(4) **Be ready to tell the class about your story, the way you solved the problem and to discuss the follow-up questions.**

Susie was in the fourth grade at Bellmeade School. Her brother, Andy was in kindergarten at the same school.

Susie had been instructed by her parents to see that Andy was cared for on the bus to and from school. At the end of the first day of school Susie's class got on the bus first. Susie sat down near the front and left room for Andy to sit beside her when his class came to the bus.

Before Andy's class got on the bus, Lois, a fifth grader, sat down beside Susie in the place being held for Andy. Susie said, "You can't sit here, I'm saving this seat for my little brother." Lois retorted, "I can sit anywhere I want to and you can't do anything about it. Don't you know the principal told us today we're not supposed to save seats for others?" Susie explained that she was doing what her parents had asked her to do and shoved Lois into the aisle. Lois got up and hit Susie and the two girls got into a big fight.

The bus driver finally got Susie and Lois separated and took them to Mr. Slayton, the principal.

1) If you were Mr. Slayton, how would you solve this problem?
2) Who was to blame for the fight?
3) Should either of the girls be punished? If yes, what punishment would you give?
4) How might this entire episode have been avoided?

Case Study II

Directions: (1) **Read the Case Study**
(2) **Decide as a group what kinds of pictures would tell the story. One picture should show a way to solve the problem.**
(3) **Decide who will draw each picture. When all pictures have been finished, put them together like a comic strip.**
(4) **Be ready to tell the class about your story, the way you solved the problem and to discuss the follow-up questions.**

Mrs. Bingham was on bus duty on a rainy Friday morning. As bus #10 pulled into the driveway she noticed some kind of commotion on the bus. As the bus stopped she could see James and Robert really arguing and shouting at each other.

Mr. Sims, the bus driver, brought James and Robert out of the bus. He explained that he had stopped the bus earlier and stopped the boys from fighting, but as soon as he started the bus the boys started shouting and arguing again.

Since both boys were in Mrs. Bingham's class, she remembered that the two boys had not gotten along very well recently. She had tried to find out what the trouble was between the two. They had told her there was no problem.

Mrs. Bingham got another teacher to take her duty and she took James and Robert into the classroom. After considerable prodding Robert finally said that the week before James had said ugly things about Robert's mother. Ever since that time James and Robert had argued and called each other ugly names and it finally ended in a fight on the school bus.

1) If you were Mrs. Bingham, how would you solve the problem?
2) Should either of the boys be punished? If so, how?
3) How could this episode have caused harm to others? (bus wreck; others could have been hurt during the fight, etc.)
4) How could the whole episode have been avoided?

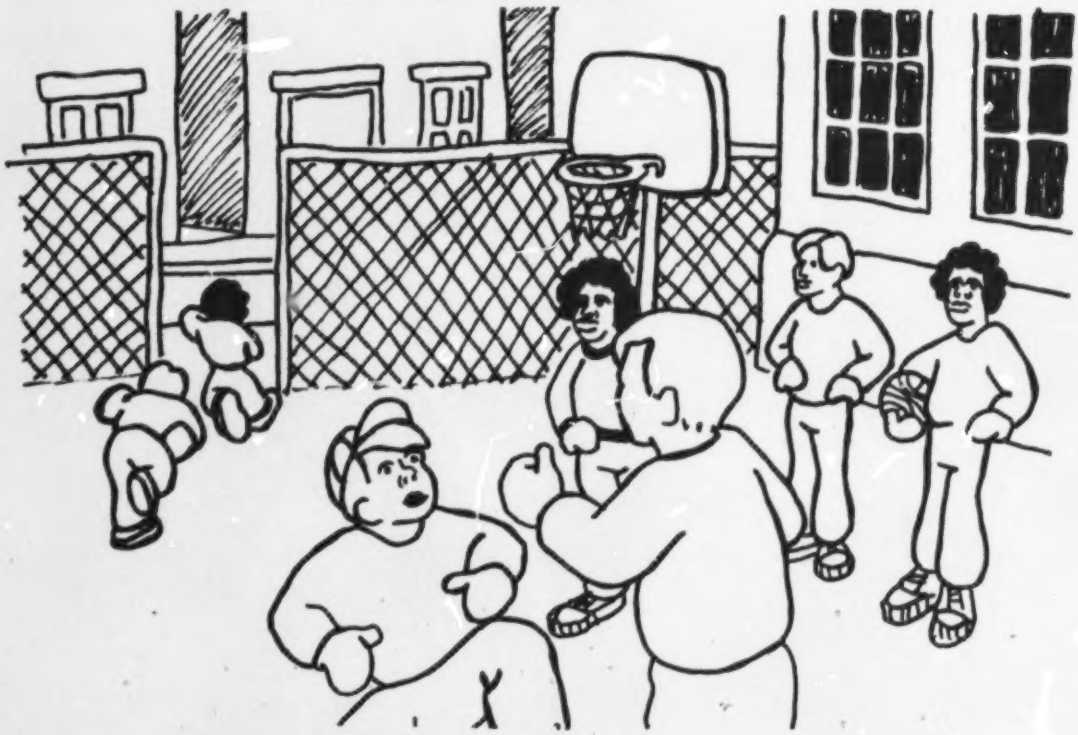
Case Study III

Directions:
(1) Read the Case Study
(2) Decide as a group what kinds of pictures would tell the story. One picture should show a way to solve the problem.
(3) Decide who will draw each picture. When all pictures have been finished, put them together like a comic strip.
(4) Be ready to tell the class about your story, the way you solved the problem and to discuss the follow-up questions.

James and Marie were brother and sister. They were from a happy family, but there were times when James and Marie would "irk" one another. They would fuss and sometimes even physically fight with one another. Marie would borrow James' records without asking his permission. She and a friend were listening and dancing to one of James' records when they accidentally knocked into the record player. The needle slid across the record and put a huge scratch in it. The girls hoped James would never notice. That evening James went to play his record, and the record had a terrible "skip" in it. "There was nothing wrong with this record the last time I played it; I bet Marie and her friends did this. I'll show her," said James. James went out to the yard where Marie was playing with the dog and hit her hard on her back. Marie ran in the house crying.

1) What should Marie have done when she realized the record was damaged?
2) What better way could James have solved his problem?
3) Is fighting with your brother or sister a good way to solve problems?

Case Study IV



Directions:
(1) **Read the Case Study.**
(2) **Decide as a group what kinds of pictures would tell the story. One picture should show a way to solve the problem.**
(3) **Decide who will draw each picture. When all pictures have been finished, put them together like a comic strip.**
(4) **Be ready to tell the class about your story, the way you solved the problem and to discuss the follow-up questions.**

Billy's neighborhood basketball team was practicing in the schoolyard. Some older boys came along and demanded that the younger boys leave because they wanted to use the yard to practice. Billy decided to take up for his team and told the older boys, "It's too bad, but we were here first."

One of the older boys came up to Billy and said, "Look, you little punk. This is our yard! You better leave, or we'll make you leave." Billy just stood there and the next thing he knew he had been knocked down on the ground. When Billy's friends saw what had happened to him, they took their basketball and left.

1) If you had been Billy, what would you have done?
2) What should Billy's team have done immediately after being told to leave? (left and gone to report it to the adult in charge)
3) Why should they have left? (so no one would get hurt)
4) Could the older boys have found a solution to their problem?

STUDENT WORKSHEET

UNIT II

Understanding Society

PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony. In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance with reasonable rules, laws, and authority.

OBJECTIVES:

- The student will be able to recognize two examples of rules and two examples of laws.
- The student will be able to identify three ways people acquire authority.

RULES AND LAWS

WHAT IS A LAW? (inquiry and discussion)
RULES VS. LAWS (classification)
BROKEN RULES (rule making)
THE AMISH WAY (art and discussion)
Do You Know Bike Rules and Laws? (multiple choice)*

AUTHORITY

LET'S TALK ABOUT AUTHORITY (inquiry and discussion
WHO'S IN AUTHORITY? (fill in blanks)*
Reaction Toward Authority (charting)*
In the Day of an Officer (vocabulary scrabble)*
Police Officer Crossword Puzzle (vocabulary)*

*STUDENT WORKSHEET Provided

RULES AND LAWS

WHAT IS A LAW?

Purpose: Demonstrate an understanding of various reasons for different types of laws

DISCUSS:

1. What is a rule?

   RULE: something written or said that tells us how to act

2. What is a law?
   - A set of rules or regulations by which a particular group or community regulates the conduct of the people within it. Laws are usually made by city, county, state and/or national governments.

   LAW: an official set of rules

3. How are rules and laws alike?
   - Both are made to keep people safe and to make sure everyone is treated fairly.

4. How are rules and laws different?
   - Rules can be made by those in authority, but laws must be made by governing bodies.
   - Rules are enforced by the authorities who make them, such as teachers and parents. Laws are enforced by law enforcement agencies, such as police, sheriff's department, FBI, and courts.
   - Punishments for breaking a rule are usually not as severe as those for breaking a law.
   - Rules are made for a particular group of citizens to obey, and laws are made for all citizens in a city, state or nation to obey.

5. What are some laws that you can think of?

6. What are some punishments for breaking a law?
   - a fine
   - probation
   - jail (penitentiary)
   - detention home (juveniles)
   - placement in foster home

7. Would citizens obey laws if there were no punishments for breaking them?

RULES VS. LAWS

Purpose: Demonstrate an understanding of various reasons for different types of laws

Read the following statements to your students. Have them decide in each case whether it is a rule or law that is being followed. Have students state the appropriate rule or law and the reason it was made. If the rules do not apply to your class, substitute others.

1. A man is walking a dog on a leash. **law**
   — All dogs which are not confined must be on a leash.
2. A boy is waiting in line at the school lunch counter. **rule**
   — All students must wait their turn to pick up lunch trays.
3. A student is raising his hand. **rule**
   — Students should raise their hands so that the teacher will know they need help with work assignment.
4. A school is having a fire drill. **law**
   — Schools must have regularly scheduled fire drills.
5. Cars have stopped for a school bus. **law**
   — Cars must stop when a bus is flashing a red light.
6. A student is in the library paying a fine. **rule**
   — Students who return a book after it is due must pay a fine.
7. A child is going to school. **law**
   — Children must attend school until age 16.
8. A bike rider gives a signal that he will turn. **law**
   — Bicycles must obey all traffic laws that apply to motorists.
9. Students are playing on the playground. **rule**
   — No one shall leave the playground without permission.
10. A student is leaving the room by himself. **rule**
    — Only one student at a time can leave the

BROKEN RULES

Purpose: Demonstrate an understanding of various methods of dealing with violators of rules and laws

Divide the class into three groups. Each group should appoint a secretary to record the group's decisions. Instruct each group to develop a list of ten rules most often broken by fellow students in their school — in classrooms, cafeteria, library, bathrooms, halls and playgrounds.

Following the writing of each rule, the group must decide on a reasonable and suitable consequence for disobeying the rule.

Bring the class together and let each group share their lists with the other groups.

Post the lists in your room as a reminder.

Ask pupils who decides what happens to people who break laws outside of the school situation. Identify the role of the judicial system. Discuss the function of judges, juries, etc.

THE AMISH WAY

Purpose: Demonstrate how laws/rules may be similar and how they may differ between people with different religious beliefs and analyze how laws are made and changed in various cultures and groups

Ask each student to make a drawing that shows one place in which they have used electricity within the past twenty-four hours.

Allow students to share and discuss their drawings.

Point out to pupils that there is one group of Pennsylvanians who have a rule that forbids the use of electricity. Ask if anyone knows the name of the group. (The Amish)

Share and discuss as much of the following information about Amish culture as you deem appropriate:

The Amish

The Amish are a religious group that came to the United States from Switzerland in 1728. Although Amish communities are found in many different states, one of the largest groups is found here in Pennsylvania. The rules of the Amish church cover every part of daily living. A major purpose of the rules is to keep the Amish separated from the rest of the world.

Rules require that all Amish be farmers and live a simple life. Dress must be plain. Women must wear shawls, bonnets and capes in public. Men wear beards and wide-brimmed hats. Some other common rules forbid the use of telephones, electricity and machines. Worldly amusements such as radio, TV, games and card playing are also among the many activities that are forbidden. No one is allowed to go to school beyond the eighth grade.

Punishment for breaking rules of the church is severe. Those who do not follow the rules are sometimes shunned or avoided completely, even by members of their own families.

Conclude by pointing out that people who are a part of different cultures and different groups may have rules and punishments that are different from ones to which students may be accustomed.

From: Amish Society
John A. Hostetler
John Hopkins Press
Baltimore, 1963.

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Do You Know Bike Rules and Laws?
(STUDENT WORKSHEET Page 27)

Purpose: Demonstrate an understanding of laws designed to regulate/protect individuals and those designed to regulate/protect groups

Distribute worksheet to students and have them choose the correct ending for each sentence.

Do You Know Bike Rules And Laws?

Check the correct answers:

1. The safest place to ride my bike is:
   - ✓ on the right hand side of the road with the traffic
   - ____ on the left hand side of the road
   - ____ on sidewalks
2. When riding my bike, I should always:
   - ____ ride double
   - ____ ride off and on curbs
   - ✓ obey traffic rules
3. The people behind me will know when I plan to turn or stop by:
   - ____ how fast I am going
   - ✓ my arm signals
   - ____ the color of my shoes
4. When I get to busy intersections, I should:
   - ____ not have to obey the traffic signals
   - ✓ stop and walk my bike across
   - ____ try to beat the cars across
5. When I'm entering a street, I should:
   - ____ ride close to the cars parked along the side
   - ____ enter as fast as I can
   - ✓ stop and look both ways before entering
6. The proper way to lock my bike is:
   - ____ through the front wheel
   - ____ through the frame
   - ✓ through the frame and both the wheels
7. I should always lock my bike to:
   - ✓ a tree, sign or something else that cannot be moved
   - ____ anything
   - ____ garbage cans
8. At home, I should leave my bike:
   - ____ lying in the front yard
   - ____ on the front porch
   - ✓ locked and out of sight of the road
9. The safest way to ride my bike is to:
   - ____ ride without feet on the pedals
   - ____ do "wheelies"
   - ✓ ride with hands on handlebars and feet on pedals
10. When riding my bike at night, I should wear:
    - ____ blue jeans and dark shirt
    - ✓ light, bright colored clothes
    - ____ my bathing suit

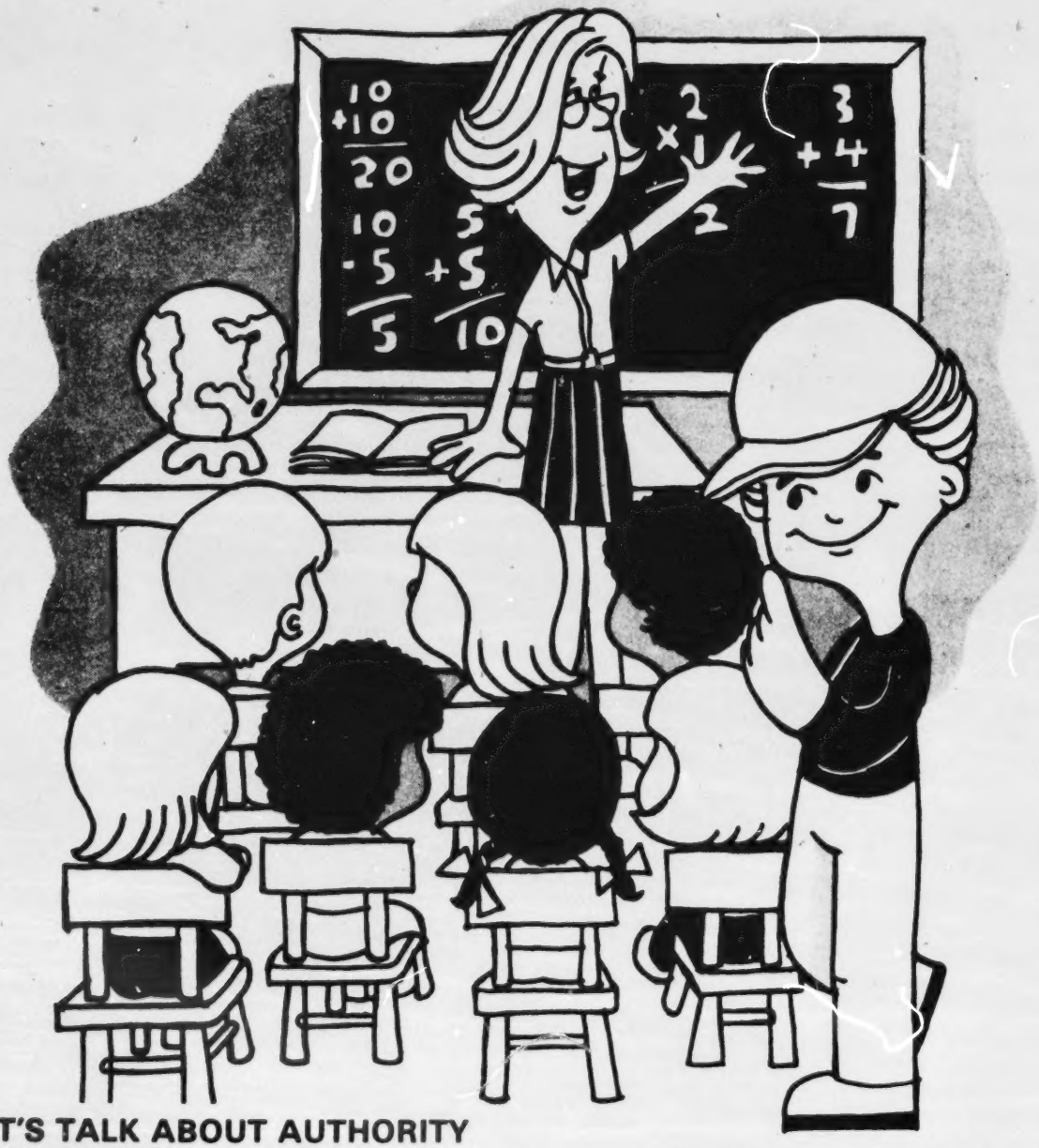
Discuss students' answers.

Adapted: National Child Safety Council, Jackson, Michigan.

A Bike Safety Manual has been sent with this booklet. Now would be a good time to discuss it.

Teacher's Notes...

AUTHORITY



LET'S TALK ABOUT AUTHORITY

Purpose: Demonstrate an understanding of legitimate authority and determine the need for authority

DISCUSS:

1. What is authority?
   - the power or ability to influence other's behavior

   AUTHORITY: being the boss, leader; able to tell others what to do
2. What types of people are in authority at home? at school? in the community?
3. What do people do who are in authority?
   - make decisions affecting other people
   - demonstrate leadership, guidance and assistance

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- promote safety and the enforcement of rules and laws

4. Why should we obey people in authority?
   - They make decisions for the safety of all involved.
   - People in authority understand the consequences of certain behaviors.
   - Someone has appointed them to tell us what to do.
5. How do people get authority?
   - They have it because of the jobs they are hired to do. e.g. principal, foreman, police officer, babysitter, etc.
   - They have been elected to a position of authority. e.g. president, school board member, etc.
   - They are parents.
   - They have been given the authority by someone who has the right to delegate it. e.g. Parents give older children authority over younger ones.
6. Do people in authority have other authority over them?
   - Yes. Can you give an example? e.g. Teacher has principal over him/her; police officer is in authority over citizens, but the police chief is in authority over the officer.
7. Are there different levels of authority in most situations?
   - Yes, there are different levels called a hierarchy of authority.
8. Why do we need people in authority?
   - to organize things
   - to see that all involved get fair treatment
   - to protect people
   - to carry out laws
9. Does there always have to be someone in authority?
   - No, but when groups work or live together a leader usually is chosen.
10. Have you ever been in authority? Where? How did you feel? What did you have to do? Who gave you this authority?
11. How do you feel about people who have authority over you?
12. Do people ever abuse authority or take things too far? What would you do in a case like that?
13. Is it ever right to question authority? When?

Invite an authority figure to come to your class to discuss his/her duties and responsibilities as an authority figure.

WHO'S IN AUTHORITY?

(STUDENT WORKSHEET Page 28)

Purpose: To identify hierarchy of authority figures

Distribute worksheets to students. Have students fill in the blanks with the proper authority figure. Some answers can be used more than once. Discuss the students' answers.

Who's In Authority?

Directions: Fill in the blanks with the proper authority figure. Some answers can be used more than once.

the team	drivers	parents	children
laws	coach	pets	principals
teachers	deputies	passengers	students

1. LAWS are in authority over parents who are in authority over children.
2. The transportation department is in authority over Drivers who are in authority over Passengers
3. Parents are in authority over the babysitter who is in authority over children
4. The school superintendent is in authority over Principals who are in authority over Teachers
5. Sheriffs are in authority over Deputies who enforce the Law
6. The Coach is in authority over the captain of the team who is authority over The Team
7. Parents are in authority over children who are in authority over Pets

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Reaction Toward Authority

(STUDENT WORKSHEET Page 29)

Purpose: To communicate reasons for one's ideas and feelings to others in a group context

Communicates reasons for his/her ideas, feelings to others in a group context . . .

DISCUSS:

1. Have you ever disliked having someone in authority over you?
2. What was the situation?
3. Why did you dislike it?

Distribute the worksheet. Have students examine their attitudes and express their personal reaction toward each situation.

Reaction Toward Authority

Read the phrases in the chart below. In Column I, write the name of the authority figure involved. Check Columns II or III if you agree with the statements at the top of those columns. In Column IV, write how you show your resentment if you do show it.

Statements	I Who is the authority figure?	II I agree and obey the decision without a fuss.	III I don't like the decision but obey	IV I don't like the decision and show it by
1. being told by parents you're too young to see a certain movie	Parents			
2. having a babysitter when you know you're old enough to take care of yourself	Parents			
3. parents telling you it's time to get a haircut	Parents			
4. having to do homework before playing outside	Parents/self			
5. being told by a store manager not to come back in his store ever again	Store manager			
6. being stopped by a police officer for crossing in the middle of the block	Police officer			
7. being told to go home because you were playing on private property	owner of property			

Discuss students' answers.

In the Day of An Officer

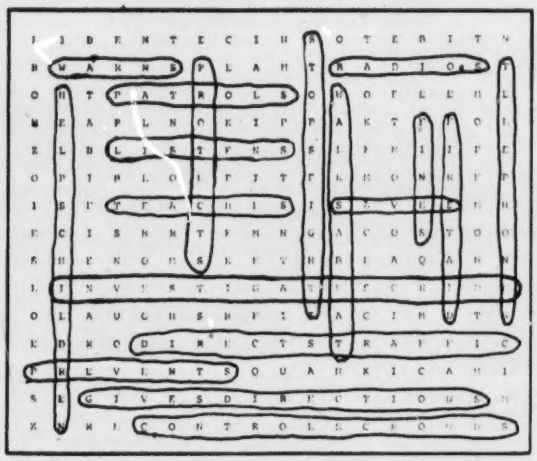
(STUDENT WORKSHEET Page 30)

Purpose: Identify the basic requirements for and role of police

Distribute the worksheet so students can find the jobs or activities a police officer might do during a working day. Have students find the words written horizontally or vertically. Some activities are two words long, e.g. STOPS FIGHTS.

In The Day Of An Officer

Can you find the 18 jobs or activities a police officer might do during a working day?



HELPS CHILDREN
PREVENTS
GIVES DIRECTIONS
CONTROLS CROWDS
PROTECTS
INVESTIGATES CRIME

DIRECTS TRAFFIC
STOPS FIGHTS
WALKS A BEAT
FINES
FIRST AID
TELEPHONES

TEACHES
RADIOS
PATROLS
SAVES
LISTENS
WARNS

Put a time limit on this activity and see which student can find the most activities in the shortest time.

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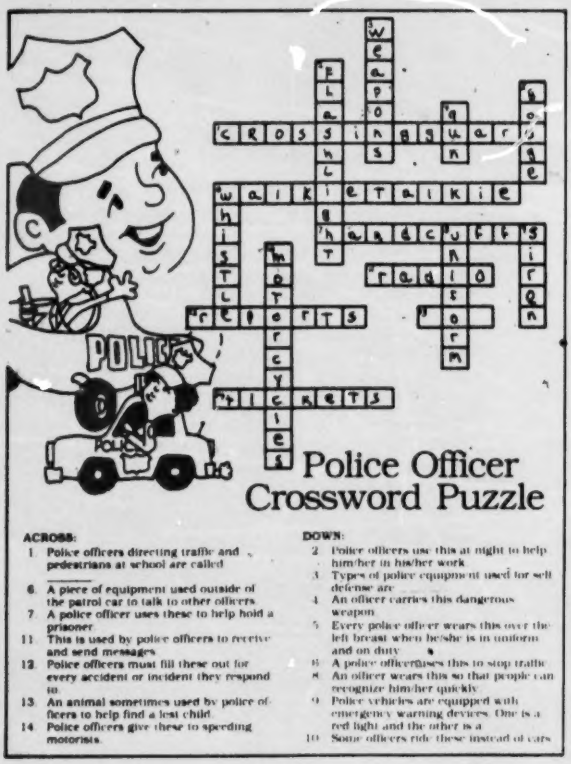
Police Officer Crossword Puzzle

(STUDENT WORKSHEET Page 31)

Purpose: Identify the basic requirements for and role of police.

Distribute the worksheets to students. You may want to write a list of the words on the board or have students try to figure out the answers for themselves.



ACROSS:

1. Police officers directing traffic and pedestrians at school are called _____.
6. A piece of equipment used outside of the patrol car to talk to other officers.
7. A police officer uses these to help hold a prisoner.
11. This is used by police officers to receive and send messages.
12. Police officers must fill these out for every accident or incident they respond to.
13. An animal sometimes used by police officers to help find a lost child.
14. Police officers give these to speeding motorists.

DOWN:

2. Police officers use this at night to help him/her in his/her work.
3. Types of police equipment used for self defense are _____.
4. An officer carries this dangerous weapon.
5. Every police officer wears this over the left breast when he/she is in uniform and on duty.
8. A police officer uses this to stop traffic.
8. An officer wears this so that people can recognize him/her quickly.
9. Police vehicles are equipped with emergency warning devices. One is a red light and the other is a _____.
10. Some officers ride these instead of cars.

Teacher's Notes...

Do You Know Bike Rules And Laws?

Check the correct answers:

1. The safest place to ride my bike is:
   - _____ on the right hand side of the road with the traffic
   - _____ on the left hand side of the road
   - _____ on sidewalks

2. When riding my bike, I should always:
   - _____ ride double
   - _____ jump curbings
   - _____ obey traffic rules

3. The people behind me will know when I plan to turn or stop by:
   - _____ how fast I am going
   - _____ my arm signals
   - _____ the color of my shoes

4. When I get to busy intersections, I should:
   - _____ not have to obey the traffic signals
   - _____ stop and walk my bike across
   - _____ try to beat the cars across

5. When I'm entering a street, I should:
   - _____ ride close to the cars parked along the side
   - _____ enter as fast as I can
   - _____ stop and look both ways before entering

6. The proper way to lock my bike is:
   - _____ through the front wheel
   - _____ through the frame
   - _____ through the frame and both the wheels

7. I should always lock my bike to:
   - _____ a tree, sign or something else that cannot be moved
   - _____ anything
   - _____ garbage cans

8. At home, I should leave my bike:
   - _____ lying in the front yard
   - _____ on the front porch
   - _____ locked and out of sight of the road

9. The safest way to ride my bike is to:
   - _____ ride without feet on the pedals
   - _____ do "wheelies"
   - _____ ride with hands on handlebars and feet on pedals

10. When riding my bike at night, I should wear:
    - _____ blue jeans and dark shirt
    - _____ light, bright colored clothes
    - _____ my bathing suit

STUDENT WORKSHEET

Who's In Authority?

Directions: **Fill in the blanks with the proper authority figure. Some answers can be used more than once.**

the team	**drivers**	**parents**	**children**
laws	**coach**	**pets**	**principals**
teachers	**deputies**	**passengers**	**students**

1. _____ are in authority over parents who are in authority over _____.
2. The transportation department is in authority over _____ who are in authority over _____.
3. _____ are in authority over the babysitter who is in authority over _____.
4. The school superintendent is in authority over _____ who are in authority over _____.
5. Sheriffs are in authority over _____ who enforce the _____.
6. The _____ is in authority over the captain of the team who is authority over _____.
7. _____ are in authority over children who are in authority over _____.

Reaction Toward Authority

Read the phrases in the chart below. In Column I, write the name of the authority figure involved. Check Columns II or III if you agree with the statements at the top of these columns. In Column IV, write how you show your resentment if you do show it.

Statements I resent:	I Who is the authority figure?	II I agree and obey the decision without a fuss.	III I don't like the decision but obey.	IV I don't like the decision and show it by:
1. being told by parents you're too young to see a certain movie				
2. having a babysitter when you know you're old enough to take care of yourself				
3. parents telling you it's time to get a haircut				
4. having to do homework before playing outside				
5. being told by a store manager not to come back in his store ever again				
6. being stopped by a police officer for crossing in the middle of the block				
7. being told to go home because you were playing on private property				

In The Day Of An Officer

Can you find the 18 jobs or activities a police officer might do during a working day?

L I B E N T E C I N S O T E B I T N
B W A R N S P E A M T R A D I O S T
O H T P A T R O L S O W O F E E M E
M E A P L N O K I P P A K T F F O L
Z L B L I S T E N S S L F N I I P E
O P I B L O E P I T F K M O N R E P
I S F T E A C H E S I S A V E S M H
E C I S B R T E M N G A C O S T O O
S H E N O M S K E T H B E A Q A B N
L I N V E S T I G A T E S C R I M E
O L A U G H S B F I S A C I M D T S
E D R O D I R E C T S T R A F F I C
P R E V E N T S Q U A N K I C A M I
S E G I V E S D I R E C T I O N S M
Z N R E C O N T R O L S C R O W D S

HELPS CHILDREN
PREVENTS
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INVESTIGATES CRIME
DIRECTS TRAFFIC
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WALKS A BEAT
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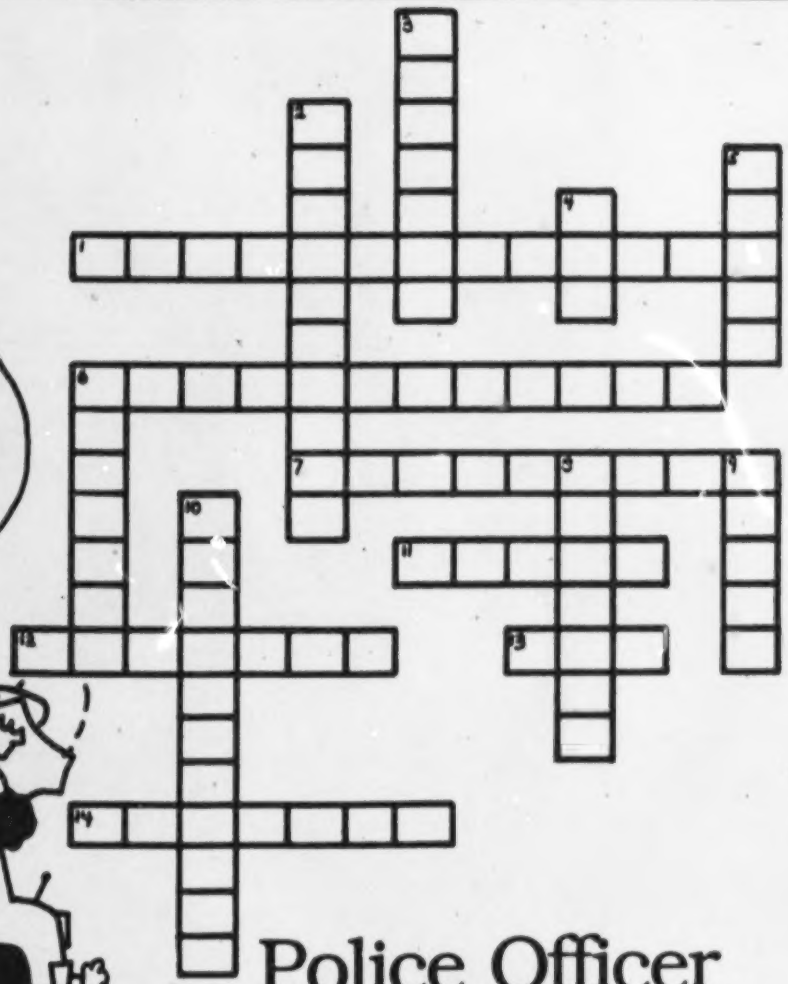
TELEPHONES
TEACHES
RADIOS
PATROLS
SAVES
LISTENS
WARNS



Police Officer Crossword Puzzle

ACROSS:

1. Police officers directing traffic and pedestrians at school are called _____.
6. A piece of equipment used outside of the patrol car to talk to other officers.
7. A police officer uses these to help hold a prisoner.
11. This is used by police officers to receive and send messages.
12. Police officers must fill these out for every accident or incident they respond to.
13. An animal sometimes used by police officers to help find a lost child.
14. Police officers give these to speeding motorists.

DOWN:

2. Police officers use this at night to help him/her in his/her work.
3. Types of police equipment used for self defense are _____.
4. An officer carries this dangerous weapon.
5. Every police officer wears this over the left breast when he/she is in uniform and on duty.
6. A police officer uses this to stop traffic.
8. An officer wears this so that people can recognize him/her quickly.
9. Police vehicles are equipped with emergency warning devices. One is a red light and the other is a _____.
10. Some officers ride these instead of cars.

STUDENT WORKSHEET

UNIT III

Understanding
Safety and Crime Prevention

PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime prevention. CRIME PREVENTION is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime. This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

OBJECTIVES:

- The student will be able to define the terms "victim" and "vulnerable".
- The student will be able to identify three situations in which he/she is vulnerable to criminal activity.

PROTECTIVE STRATEGIES

LET'S TALK ABOUT "CRIME PREVENTION" (inquiry and discussion)
WHO'S THE VICTIM? (drawing conclusions)
WHERE ARE YOU VULNERABLE? (chart)*
Crime Prevention Limericks (writing limericks)
Math Secret (math and decoding)*
NEVER STRIPS (creating comic strips)
SHOPLIFTING IS A CRIME (listening and discussion)
REDUCING VANDALISM (teacher information)
VANDALISM IS UGLY (case study and discussion)
WHAT DID I SEE? (describing)*
Protect Yourself (matching)*
Crime Prevention Puzzle (crossword puzzle)
STRANGER DANGER (teacher information)
SUBSTANCE ABUSE (role play)
CHILD ABUSE AND NEGLECT (teacher information)

*STUDENT WORKSHEET Provided

PROTECTIVE STRATEGIES

LET'S TALK ABOUT "CRIME RESISTANCE"

Purpose: To introduce the concepts of "victim," "vulnerable" and "crime prevention"

DISCUSS:

1. What does the word "crime" mean?

   CRIME: an act in violation of a law (breaking a law)

2. What does it mean to be a "victim" of crime?

   VICTIM: one who is harmed physically (body), mentally (mind), or financially (money). A victim can be:

   - a person: physically - "beat up"
     mentally - threatened and scared
     financially - stolen from
   - an organization: e.g. schools, clubs, churches stolen from or vandalized
   - a society: e.g. We are all victims of shoplifting, because we must pay more for things we buy.

3. What does it mean to be "vulnerable" to a crime?

   VULNERABLE: to be unprotected or in danger of becoming a victim

4. In what ways do people allow themselves to be vulnerable to crime?
   - leaving house unlocked
   - walking in lonely places
   - carrying large sums of money
   - hitchhiking (getting into cars with strangers)
   - leaving valuable property in the yard
   - being unable to identify personal property
   - allowing strangers into home
   - answering the phone and telling a stranger you are home alone
   - bringing valuable articles to school
   - not getting home before dark
   - not reporting suspicious activities
     e.g. stranger loitering around school, someone trying to get into a neighbor's house, an older student threatening you, etc.

See if your class can add to the list of ways people make themselves vulnerable to crime.

5. What do you think "crime prevention" means?
   CRIME PREVENTION: when people take necessary actions to try to keep themselves, their property and other people from becoming victims.
6. Why is crime prevention important?
   — To help make our community a safer place to live.

WHO'S THE VICTIM?

Purpose: Determine various reasons for unacceptable behavior in school and demonstrate an awareness of unacceptable adult behavior and predict reasons for such

Read the statements below and have students identify the "victim." Be sure students understand that victims can be persons, organizations or society. Tell your students that there can be more than one victim to a single crime.

Who or what is the victim if:

- Johnny's tape recorder was stolen? (Johnny)
- the school's tape recorder was stolen? (Students, because they no longer have the use of it; school, because it must be replaced with school funds.)
- the park's bathroom toilets were ripped out? (People who use them and taxpayers whose money is used to replace them.)
- the baseball field's lights were shot out? (People who use the field and taxpayers.)
- your mother's purse with the grocery money in it was snatched? (Mother, family)
- a church was set on fire by an arsonist? (People who use the church, and church organization.)
- there is an oil spill? (society, sea life)
- the Girl Scouts' cookies were stolen before they could sell them? (Girl Scouts, people who ordered them)
- $100 worth of merchandise was shoplifted from a store? (Store, and customers, who have to pay higher prices to make up for the loss.)
- someone let the air out of your bicycle tires? (you)

Point out the fact that individuals or groups can have their rights violated as a result of crime.

WHERE ARE YOU VULNERABLE?

(STUDENT WORKSHEET Page 42)

Purpose: To emphasize that people are more vulnerable to crime in certain places and situations

Remind students of the definition of the word "vulnerable."

VULNERABLE: unprotected or in danger of becoming a victim

Duplicate and distribute the worksheet so students can fill in different safe and unsafe places.

Where Are You Vulnerable?	
SAFE PLACES	**UNSAFE PLACES**
1. Home alone with doors locked	1. Home alone with doors unlocked
2. Playing in the park where you can be seen by other people	2. Playing in a lonely part of the park
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Discuss places which students felt were the most dangerous and include alleys, vacant lots, construction sites, empty buildings, quarries, railroad yards or tracks, industrial areas, bridges, drainage pipes and places where signs say "KEEP OUT," "NO TRESPASSING," "DANGER," and "HIGH VOLTAGE."

Crime Prevention Limericks

Purpose: To allow students to be creative in writing crime prevention messages

Have students create some crime prevention limericks. Explain that limericks are five lines long with the first, second and fifth lines rhyming with each other and the third and fourth lines rhyming.

Example:

There once was a boy from Philly
Who thought locking doors was silly
So burglars came
And to that young boy's shame
His finances are now in a dilly

There was a bicycle rider with no light
Who rode until it was night
Now he must hike
Which he does not like
But to be safe, he knows he's right.

A good introduction to this activity would be to read some of Edward Lear's limericks to your students.

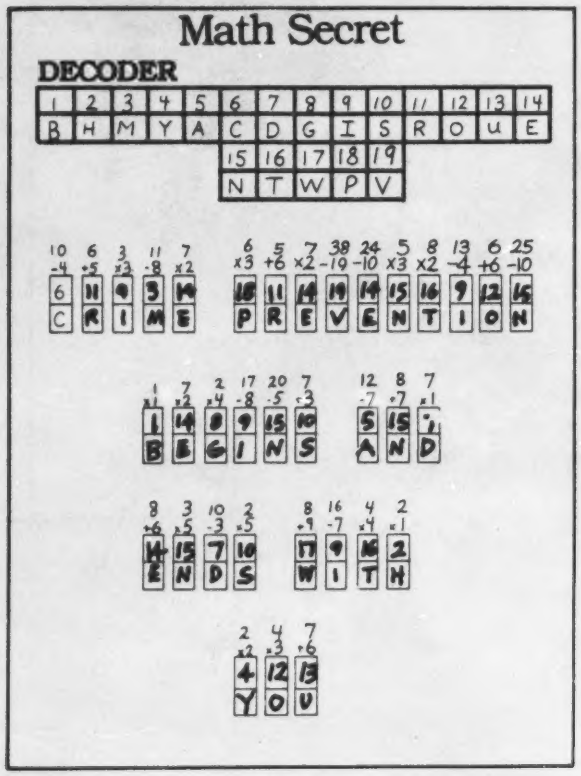
41

Math Secret

(STUDENT WORKSHEET Page 43)

Purpose: To reinforce crime prevention strategies

Distribute the worksheet to students and have them work the math computations so that the message can be decoded.



DISCUSS:

1. What does this message mean to you?
2. What part can you play in crime prevention?

NEVER STRIPS

Purpose: To reinforce crime prevention strategies

List some "never" situations on the board.

- Never hitchhike.
- Never tell a stranger you're home alone.
- Never allow a stranger to touch you.
- Never go anywhere with a stranger.
  etc.

Divide the class into small groups. Each group chooses one of the situations to write about and to illustrate as a comic strip story. Allow the groups to look through the Sunday comic section as a reference. Discuss the strips before making a class comic book.

Have students ask a parent or guardian how they would feel about having their children involved in these kinds of "never" situations.

Teacher's Notes...

SHOPLIFTING IS A CRIME

Purpose: Determine the effects that shoplifting has upon prices

Read the following case study to your class. Do not mention the word "shoplifting" until your students have had a chance to identify the crime. Discuss the questions following the reading of the case study.

Betsy and Jill were at the movies one Saturday morning. After the movie Jill said to Betsy, "Let's go into Sears, and I'll show you the calculator I'm going to buy when I have saved enough money."

"Fine," Betsy responded, "I would like a calculator myself. It sure would save time with our math homework."

The girls went into Sears and walked over to the calculators. "Here's the one I want," said Jill. "I only have to save $5.55 more until I can get it."

Betsy was very quiet as they walked out of the store. When they got outside, Betsy said, "You know, I can get two calculators in my purse, and nobody will know the difference. Let's go back in, and I'll get us one each, and we can have our money for something else."

Jill exploded, "You mean you want to steal two calculators!"

"No!" retorted Betsy. "It's not really stealing. The store will never miss it. Besides they make plenty of money anyway."

"Suppose we get caught?" asked Jill.

"There's no way we will get caught," said Betsy. "There's no one at the counter, and I can walk by, pick them up, put them in my purse and keep walking. Come on, I'll show you how simple it is."

"I'm afraid," said Jill.

"Just come on," retorted Betsy, "All you have to do is walk beside me."

The two girls slowly and casually walked down the aisle toward the calculators. Betsy had her purse hanging from the shoulder strap. Before she reached the counter she opened her purse. As they walked by the counter, Betsy scooped up the two calculators, placed them in her purse and kept walking.

"You see how simple it is," Betsy bragged, "No one will ever know the difference."

As they started out the door, someone touched Jill on the shoulder. "Excuse me," said a voice behind them. "Will you girls come with me?"

Betsy and Jill turned and saw the gentleman who had spoken to them. He was wearing plain clothes and a badge. On the badge was written, "Security Officer."

DISCUSS:

1. What crime had the two girls committed? (Shoplifting)

   SHOPLIFTING: when someone takes something from a store without paying

2. As the girls were following the security officer to the manager's office, what might have been going through Jill's mind? Betsy's? Is Jill as guilty as Betsy? Why? Why not?
3. What options does the store manager have in deciding what to do with the girls?
   - He can let the girls go.
   - He can call in their parents and ask the parents to discipline the girls.
   - He can call in law enforcement authorities and allow the courts to decide the case.
4. How can shoplifting be a long-range problem to an individual who has been caught shoplifting?
   - Even if there is no jail term or fine, a police record can keep shoplifters out of many professions, can harm chances of getting into college, finding a good job or getting a needed loan.
5. Who are the people who shoplift?
   - All kinds of people shoplift. There is no such thing as the "typical shoplifter." However, young people under 18 make up more than half of all shoplifters. Girls greatly outnumber boys. Most come from middle income, suburban homes. Others who shoplift include drug addicts to support a habit, store employees, professionals who sell what they steal and kleptomaniacs.
6. What are most stores doing to reduce or eliminate shoplifting?
   - more guards (some hidden behind one-way mirrors)
   - plainclothes detectives (older men, housewives, teenagers, etc.)
   - TV scanners
   - walkie talkies
   - electronic tags that set off an alarm when items are taken out the door
7. What can individuals do to reduce shoplifting?
   - If you see it, report it and encourage your friends to report it.
   - Be honest yourself, and encourage your friends to be honest.

REDUCING VANDALISM
Teacher Information

Purpose: Overtly demonstrate concern for other people, their opinions and their property and demonstrate an awareness of the cost of vandalism to society

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

DISCUSS:

(Adapt terminology to students' age and maturity level.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? clean?
2. What are some improvements we can make in our room? school building? grounds?
3. How can we make sure each of us do the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

VANDALISM IS UGLY

Purpose: Overtly demonstrate concern for other people, their opinions and their property and demonstrate an awareness of the cost of vandalism to society

Read the following case study:

Ralph's Dilemma

The custodian walked into the boys' restroom and saw Ralph writing on the walls with a magic marker. The custodian reported Ralph to the principal who called Ralph into his office.

After some discussion the principal asked Ralph to write a letter to his father explaining that he had written on the restroom wall at school. Ralph was to ask his father to decide the punishment that should be given.

DISCUSS:

1. What crime did Ralph commit? (vandalism)
2. Who must pay to have the walls cleaned?
3. You are Ralph. Write a letter to your father explaining what you did. Ask your father what punishment you should receive Say anything else in the letter that you want to.
4. You are Ralph's father. Write a letter to the principal and explain what punishment Ralph should receive.

Have students identify homes, buildings and other property in their community which people have defaced or destroyed e.g. broken windows. **Have them discuss the impact of these acts on their community.**

- money goes to repairs so there is less money to build parks.
- an ugly looking community

WHAT DID I SEE?

Purpose: Demonstrate a knowledge of the importance of evidence in trials and demonstrate a willingness to assume responsibilities to cooperate and assist in upholding rules and laws

Find a picture of a simple scene in which there are few details. e.g. scene of farmhouse with animals, picture of cars, stores, etc. **Tell students that they are going to learn to be good witnesses - that is, people who see something happen and remember it. Show the picture to your class for a few moments. Take the picture away and ask your students to recall everything about the scene that they can remember. Record the details and compare with the scene itself.**

Once students understand the process, try the activity with more difficult scenes, e.g. busy street with clocks, license numbers, store signs, etc.

After students have had practice with pictures, set up a situation in which someone will visit your room. Ask this person to say or do something startling

DISCUSS:

1. What did you see?
2. Describe the person involved. (Record these on the board.)
   - sex
   - race
   - age
   - height
   - weight
   - color/style of hair
   - color of eyes
   - clothing
   - other characteristics (e.g. right or left handed, scars)
3. If an object was taken, what was it, and what did it look like?
4. How should this be reported?
   - tell the teacher or find another responsible adult
   - call the police
   - BE SURE TO EMPHASIZE TO STUDENTS THAT THEY SHOULD NEVER ATTEMPT TO CAPTURE A CRIMINAL THEMSELVES AS THAT WOULD BE DANGEROUS.
5. Discuss the rule of witnesses in trials.

Have the person return to the class to allow students an opportunity to check their recall.

Ask students to draw the person or object involved in this situation and compare them with each other for accuracy.

BEST COPY AVAILABLE

Protect Yourself

(STUDENT WORKSHEET Page 44)

Purpose: To reinforce crime prevention measures

Distribute worksheets to students. Tell students to read the directions and complete the worksheet.

Protect Yourself

Read the statements 1-15. Place the letter of the protective action you should take in the blank.

H	1. Someone is following you in a car.	
i	2. You see a friend hitchhike a ride.	
J	3. A stranger telephones when you are home alone.	
M	4. You ride your bike to the store.	
k	5. You have birthday money.	
A	6. You are babysitting and the child gets hurt.	
L	7. You must take your house key to school.	
m	8. A stranger says that he/she has been sent to take you home from school.	
C	9. A stranger bothers you in a movie.	
D	10. Your bike has been stolen.	
F	11. You have just witnessed a crime.	
B	12. You are playing in an empty building.	
G	13. You need to call for help, and there is no telephone book.	
E	14. You have just gotten a new jacket.	
O	15. Your friend wants to shoplift.	

Protective Actions

a. Call parents, neighbors or police.
b. You are vulnerable to crime.
c. Move and tell an usher.
d. You are the victim and should call the police.
e. Mark it for identification before you wear it.
f. Remember what you saw and report it to police.
g. Dial "O".
h. Turn and run in opposite direction.
i. Copy down license number and call police.
j. Tell them your parents are busy and please call back.
k. Leave it at home in a safe place.
l. Wear it inside clothing.
m. Call parent to make sure.
n. Lock it properly.
O. Try to talk them out of it. If you can't talk them out of it, do not go with them.

Invite a law enforcement officer to come to your class to emphasize the importance of the safety "tips" your class has discussed.

Crime Prevention Puzzle

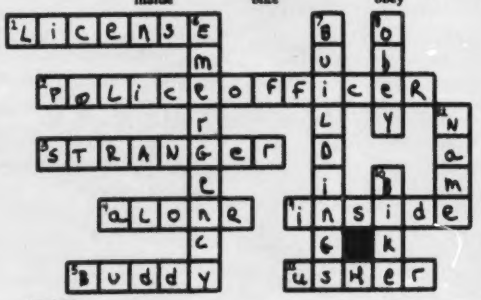
(STUDENT WORKSHEET Page 45)

Purpose: To reinforce crime prevention messages

Distribute the worksheet to your students. Have students fill in the crossword puzzle with the words at the top of the page.

Crime Prevention Puzzle

Answers: stranger, buddy, usher, inside, emergency, alone, license, bike, buildings, name, police officer, obey



ACROSS:

1. If a friend gets into a stranger's car, copy down the _____ number.
2. If you are lost, look for a _____.
3. A _____ is someone you do not know.
4. Never tell anyone on the phone that you are _____.
5. Never walk alone, always walk with a _____.
9. If you have to wear a key, wear it _____ your clothing.
11. If you are in the movies and someone bothers you, tell the _____.

DOWN:

6. Dial "O" if you need help in an _____.
7. Empty _____ are not safe places to play.
8. When riding your bike, always _____ the traffic signs and signals.
10. Always lock your _____.
12. Always mark your personal property with your _____.

STRANGER DANGER
Teacher Information

Purpose: To provide the teacher with background information related to youth and stranger involvement

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** There are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by our parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Students should be alerted to the danger of drugs, since pills can be mistaken for candy. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by approved persons and rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk away in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers even if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, and to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know full name and address but never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations if lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, the student's route to school should not lead past abandoned buildings, woods or through vacant lots where they are cut off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed that if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

NATIONAL CHILD SAFETY COUNCIL
The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local telephone directory or call your local law enforcement agency to obtain the telephone number or name of the NCSC representative in your area. or write to:

NATIONAL CHILD SAFETY COUNCIL
3146 Francis Street
Jackson, Michigan 49203

SUBSTANCE ABUSE

Purpose: To make students aware of ways dangerous substances may be offered to them

1. Have students dramatize the situation below. Give them an opportunity to devise their own story endings.
   a. This is a role-play experience in which a stranger meets a child on the street and gives him a bottle of very brightly colored candy-like pills and says that these pills will make him able to run faster than anyone in his school. The stranger advises the boy not to tell anyone about them or they will lose

their power. He also tells the boy that he will return the next day at the same time and will have more pills. The child likes the taste and is anxious to be the best runner, so he can hardly wait to see the stranger again. The stranger is waiting at the same spot the next day and checks with the boy to see if he ate all of the candy without telling anyone the secret. When he is sure that the secret is safe and that the boy wants more, he explains that he can only give one free bottle to a child and that to get another bottle, the boy must give him two dollars.

2. Reminder:

   This is an open-ended role-play situation, so the children finish this story as they wish. Try several groups: policeman, parents, etc.

   Helpful questions may include:

   a. Why was it unwise to take the pills in the first place?
   b. Why did the stranger tell the boy not to give away the secret? Do you think this was the real reason? Why?
   c. Why did the stranger choose this boy?
   d. Why didn't the stranger sell his medicine in a store?
   e. When should you take things from strangers? Why?

3. Stress the importance of asking the advice of an adult or someone who cares for the child when confronted with situations like the one described in the role play.

CHILD ABUSE AND NEGLECT

Teacher Information

Purpose: To encourage teachers and others to report suspected cases of child abuse and neglect

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

"Abused child means a child under the age of eighteen years who exhibits evidence of serious physical or mental injury not explained by the available medical history as being accidental.

Section 3 Act of 124 of 1975 Child Protective Service Law

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)
4. failing to attend school regularly
5. constantly tired, "run-down" — possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances — e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (e.g. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.

There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

Where Are You Vulnerable?

SAFE PLACES	UNSAFE PLACES
1. Home alone with doors locked	1. Home alone with doors unlocked
2. Playing in the park where you can be seen by other people	2. Playing in a lonely part of the park
3.	3.
4.	4.
5.	5
6.	6.
7.	7.
8	8.
9.	9.
10.	10.

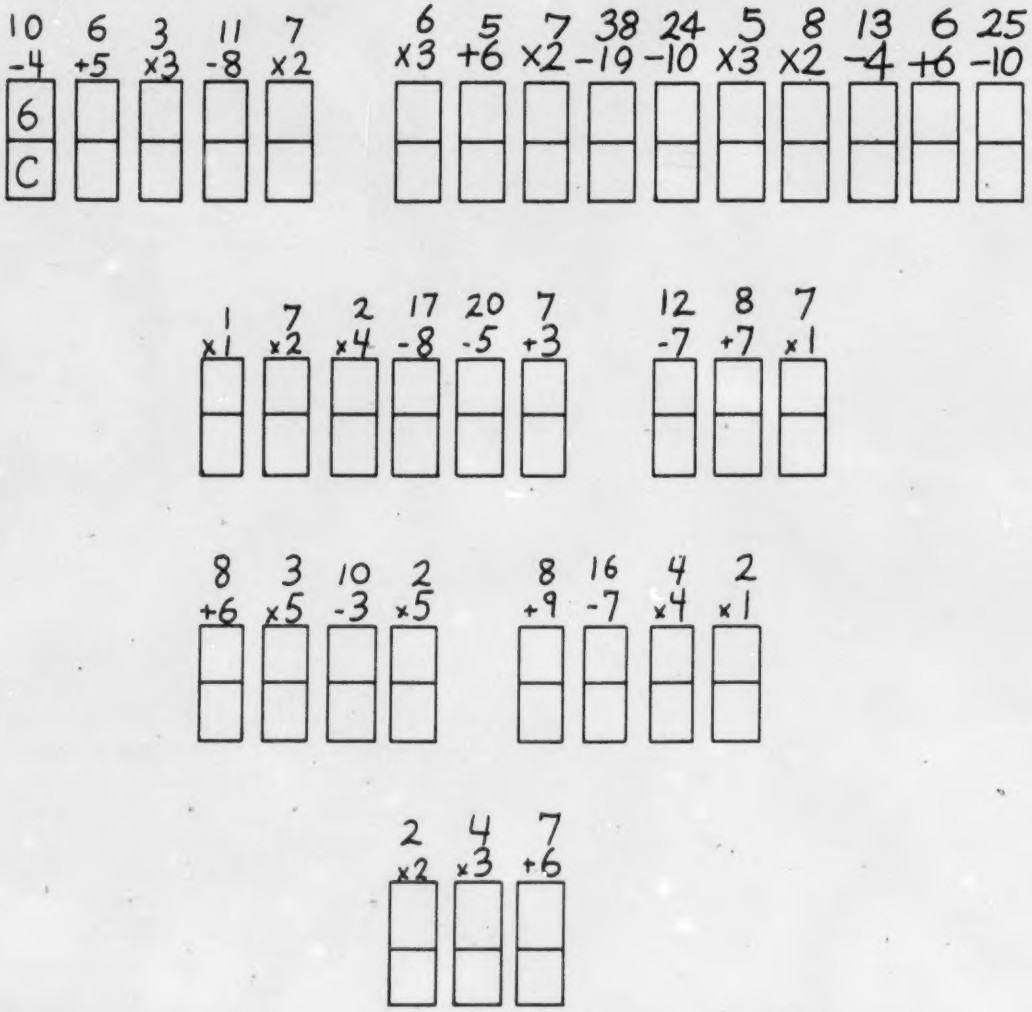
STUDENT WORKSHEET

Math Secret

DECODER

1	2	3	4	5	6	7	8	9	10	11	12	13	14
B	H	M	Y	A	C	D	G	I	S	R	O	u	E

15	16	17	18	19
N	T	W	P	V



Protect Yourself

Read the statements 1-15. Place the letter of the protective action you should take in the blank.

___ 1. Someone is following you in a car.
___ 2. You see a friend hitchhike a ride.
___ 3. A stranger telephones when you are home alone.
___ 4. You ride your bike to the store.
___ 5. You have birthday money.
___ 6. You are babysitting and the child gets hurt.
___ 7. You must take your house key to school.
___ 8. A stranger says that he/she has been sent to take you home from school.
___ 9. A stranger bothers you in a movie.
___ 10. Your bike has been stolen.
___ 11. You have just witnessed a crime.
___ 12. You are playing in an empty building.
___ 13. You need to call for help, and there is no telephone book.
___ 14. You have just gotten a new jacket.
___ 15. Your friend wants to shoplift.

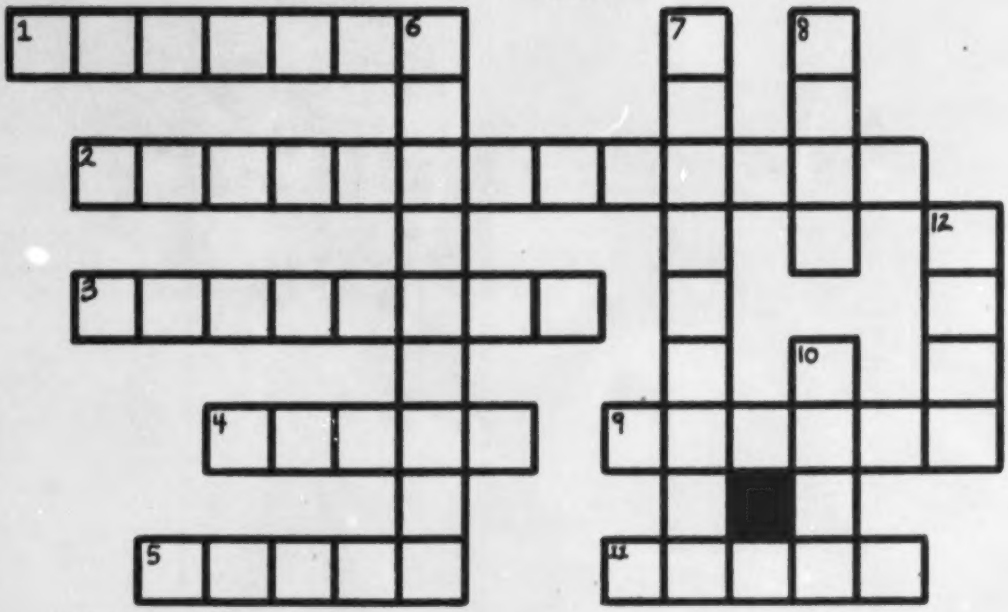
Protective Actions

a. Call parents, neighbors or police.
b. You are vulnerable to crime.
c. Move and tell an usher.
d. You are the victim and should call the police.
e. Mark it for identification before you wear it.
f. Remember what you saw and report it to police.
g. Dial "O".
h. Turn and run in opposite direction.
i. Copy down license number and call police.
j. Tell them your parents are busy and please call back.
k. Leave it at home in a safe place.
l. Wear it inside clothing.
m. Call parent to make sure.
n. Lock it properly.
0. Try to talk them out of it. If you can't talk them out of it, do not go with them.

STUDENT WORKSHEET

Crime Prevention Puzzle

Answers: **stranger** **buddy** **usher** **inside** **emergency** **alone** **license** **bike** **buildings** **name** **police officer** **obey**



ACROSS:

1. If a friend gets into a stranger's car, copy down the _____ number.
2. If you are lost, look for a _____.
3. A _____ is someone you do not know.
4. Never tell anyone on the phone that you are _____.
5. Never walk alone, always walk with a _____.
9. If you have to wear a key, wear it _____ your clothing.
11. If you are in the movies and someone bothers you, tell the _____.

DOWN:

6. Dial "O" if you need help in an _____.
7. Empty _____ are not safe places to play.
8. When riding your bike, always _____ the traffic signs and signals.
10. Always lock your _____.
12. Always mark your personal property with your _____.

STUDENT WORKSHEET

JETS

JUSTICE
EDUCATION
TEACHING
STRATEGIES

Supplementary Materials

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UNIT I

Student Reading List

Babbitt, Natalie, **Tuck Everlasting**. Farrar, Straus and Giroux, 1975. (privacy, responsibility)

Black, Algernon D., **The First Book of Ethics**. New York: Franklin Watts, 1965. (ethics)

Bulla, Clyde, **Shoeshine Girl**. Crowell, 1975. (authority, responsibility, diversity)

Caudell, Rebecca, **Did You Carry the Flag Charlie?** Holt, 1966. (authority, responsibility, individuality)

Cleaver, Vera and Bill, **Ellen Grae**. Lippincott, 1967. (responsibility, justice, privacy)

Clymer, Eleanor, **How I Went Shopping and What I Got**. Hold and Reisbard, 1972. (responsibility, diversity)

Clymer, Eleanor, **Luke Was There**. New York: Holt, Rinehart and Winston, 1973. (conflict)

Cole, Sheila, **Meaning Well**. Franklin Watts, 1974. (diversity, responsibility)

Cone, Molly, **Number Four**. Boston: Houghton, Mifflin Company, 1972. (individual differences and conflict)

Graham, Lorenz, **North Town**. New York: Thomas Y. Crowell Company, 1965. (individual differences and conflict)

Greene, Constance C., **The Unmaking of Rabbit**. New York: The Viking Press, 1972. (individual differences)

Jordan, June, **New Life: New Room**. New York: Thomas Y. Crowell Company, 1975. (individual values and conflict)

Neville, Emily Cheney, **Berries Goodman**. New York: Harper and Row, Publishers, 1965. (individual differences and values)

Rinkoff, Barbara, **Members of the Gang**. New York: Crown Publishers, Inc. (peer relations)

Slote, Alfred, **Tony and Me**. Philadelphia: Lippincott, 1974. (shoplifting)

Steptoe, John, **Stevie**. Harper and Row, 1969. (responsibility)

Taylor, Mildred, **Song of the Trees**. Dial, 1975. (justice, property, dignity, equality)

Wagner, Jane, **J.T.** Van Nostrand and Reinhold, 1969. (responsibility, justice, property)

Films and Filmstrips

IMPORTANCE OF VALUE - 16mm - 12 min. - Oxford Films - 1974

Composed of dramatic sequences on responsibility, courage, honesty, respect for others and justice, this film conveys the importance of personal values in a world where each person's behavior affects the lives of others.

THAT'S MINE - Me and My Family Series - filmstrip - 7 min. - Coronet Instructional Media - 1976

Sometimes families need to make rules about things members own that are special to them. Frank is mad, because Betty and Shirley tore one of his comic books. Mother has some special perfume that she doesn't want anyone to use. Although Betty and Shirley wear each other's clothes all the time, they get angry with each other for not asking first. Betty, Frank and Shirley talk with their parents, and together they agree on some ways they can show they respect each other's things.

DISCUSS:

1. Why did Betty tell Shirley she didn't want her to wear her best sweater?
2. What happened to Frank's comic books? Why were his comic books so special to him?
3. Why didn't Mother want anyone to use the perfume on her dresser? What did Mother do when Betty and Shirley wanted to use her makeup for their costume party?
4. Why were Shirley's pens so important to her? What happened to cause her to be upset about them?
5. Why should members of a family show respect for things that belong to others in the family? How can you and your family work out rules about things that are special to you?
6. How do you feel when someone takes something of yours without asking? Why is it important to tell each other how you feel about things you own and how you want them treated?
7. Should members of a family have special things that no one else can use? What might they be? Why?

SUGGESTED ACTIVITIES:

1. Children can make a booklet titled "Before You Use Something of Mine. . .Please Remember." The cover could be made of colorful construction paper. On a separate piece of paper each pupil could write rules about things that are special to him or her. These pages could form the inside of the book. Children could draw pictures to illustrate the book.
2. Parents or school staff could be invited to share their own ideas about the things that are special to them. This discussion could help expand the ideas introduced in the above booklet.

UNIT II

Student Reading List

Aliki, **The Egg**. Pantheon, 1969. (justice)

Balet, Jan, **The Fence**. Delacorte, 1969. (justice, property)

Fitzgerald, John, **The Great Brain Reforms**. Dial, 1973. (authority, justice)

Hanff, Helene, **Butch Elects a Mayor**. New York: Parents' Magazine Press, 1969. (electoral politics and campaigning)

Hill, Elizabeth Starr, **Evan's Corner**. Holt, Rinehart-Winston, 1968. (privacy, justice, diversity)

Raskin, Joseph and Edith Raskin, **Guilty or Not Guilty: Tales of Justice in Early America**. New York: Lothrop, Lee and Shephard. (cases range from a witch trial to the trial of two Indians)

Stanek, Muriel, **How Rules and Laws Help Us**. Westchester, Illinois: Benefic Press, 1969. (necessity of rules and laws)

Steptoe, John, **Train Ride**. Harper and Row, 1971. (responsibility, justice, authority)

Taylor, Theodore, **The Maldonado Miracle**. Doubleday, 1973. (justice, authority, responsibility, diversity, equality)

Uchida, Yoshiko, **Journey to Topaz**. Charles Scribner and Sons, 1971. (justice, diversity, freedom, equality, authority)

Weiss, Ann, **Save the Mustangs! How a Federal Law is Passed**. New York: Messner, 1974. (how a fourth grade class tried to get a federal law passed protecting wild horses)

Wise, William, **Leaders, Laws and Citizens**. New York: Parents' Magazine Press, 1973. (necessity of authority figures and laws)

Films and Filmstrips

BICYCLE SAFELY - 16mm - 12 min. - FilmFair Communications - 1974

The bicycle was recently rated the most dangerous consumer product in the U. S. This Film illustrates typical dangers, shows why accidents happen, and how to avoid them. It demonstrates such safety practices as checking out a new bike, proper maintenance, riding close to the curb in single file and with the flow of traffic, correct use of arm signals, good visibility for night riding, awareness of mid-block hazards, and procedures at intersections. It suggests methods for protection against theft and shows the importance of registering and licensing. The film establishes the value of safe riding habits for all ages.

DISCUSS:

1. The film advises us to ride on the side of the street going with the flow of traffic. Why? What dangers would there be on the other side? What dangers must we still be alert to even when riding with the traffic?
2. Describe the safest procedure at an intersection
3. On what part of the road should you ride? Why? Why isn't it safe to ride two or three abreast?
4. For night riding, describe (a) special equipment, and (b) special precautions.

HOW TO PROTECT YOUR BIKE - 16mm - 12 min. - Sid Davis Productions

CREEPO — THE — THIEF
is always
ready to nab a bike
but he's FOILED when
the owner remembers the
FIVE POINTS
of
HOW TO PROTECT YOUR BIKE—

— Always Lock Your Bike
— In a Wise Location
— With the Right Chain and Lock
— Through Both Wheels and Frame
— Register the Serial Number and/or 'the mark.'

UNIT III

Films and Filmstrips

THE CASES OF DETECTIVE DUNCAN (filmstrip), Junior League of the City of New York Inc., 130 East 80th Street, New York, NY 10021

A juvenile deals with situations friends of hers have encountered where child molestation is a threat.

CLUBHOUSE - 16mm - 10 min. - Motorola

This is a story about four young boys who have made a small clubhouse with their own hands and now face a boring day. When a rock thrown from outside strikes their clubhouse, they pass it off as a mischief by other children. After deciding to go to a local school, the youngest boy yields to peer pressure and throws a rock through a classroom window. Soon, all the boys are breaking windows. But, when the police arrive, only the boy who threw the first rock is caught. The others run back to their clubhouse, only to discover that it too has been vandalized.

DISCUSS:

1. What is peer pressure?
2. Have you ever done anything which you were forced into doing by your friends?
3. What is vandalism?
4. What were the consequences of the boy's actions?

THE CLUBHOUSE (film), Harper and Row Media, Order fulfillment, 2350 Virginia Avenue, Hagerstown, MD 21740

A group of children vandalize a school, return to their clubhouse, and discover it vandalized.

DANGEROUS STRANGER - 16mm - 10 min. - Sid Davis Productions

A police officer tells a group of children a series of short stories about kids and strangers. The stories are re-enacted in locations that boys and girls are familiar with: the park, the movies, even the entrance to the school yard. The film shows us various methods that molesters use to win a youngster's confidence—gifts, friendly conversation, the offer of a ride. It is clearly shown that if these gestures come from a person the child doesn't know, then it's wise to be on guard. How to act in those situations is the film's most important lesson.

SUGGESTED ACTIVITY:

Make a "NEVER" poster. Have the students compile a list of what never to do concerning strangers and post it in your room as a reminder.

DONALD'S CRIME (film), Walt Disney Educational Media Co., 500 South Buena Vista Street, Burbank, CA 91521

Donald Duck steals some money and is haunted by his guilt.

THE HANDWRITING ON THE WALL (film), Producer Unknown, Available in Delaware County through Delco Board of Realtors.

Deals with vandalism and the reactions to it by different family members.

POLICEMAN (film), International Associated Chiefs of Police, 11 Firstfield Road, Gaithersburg, MD 20760

A film introducing children to a policeman's job.

UNDER ARREST (film), Walt Disney Educational Media Co., 500 South Buena Vista Street, Burbank, CA 91521

A teenager fails to cooperate with police and causes them and himself unnecessary trouble.

Film Distributors

CORONET INSTRUCTIONAL MEDIA
65 E. South Water Street
Chicago, Illinois 60601

FILMFAIR COMMUNICATIONS
10900 Venture Blvd.
P.O. Box 1728
Studio City, California 91604

MOTOROLA
4828 N. Scott Street
Suite 26
Schiller Park, Illinois 60176

OXFORD FILMS
1136 N. Las Palmas Avenue
Los Angeles, California 90038

SID DAVIS PRODUCTIONS
1144 S. Robertson Blvd.
Los Angeles, California 90035

Other films are also available through many of these distributors. This Unit has not previewed them though. Additionally, the following distributors may also have relevant films.

MTI Teleprograms Inc.
4825 N. Scott Street, Suite 23
Schiller Park, Illinois 60176

CONTACTS FOR ADDITIONAL INFORMATION ON DRUG AND ALCOHOL ABUSE PREVENTION

Philip Brown, Chief
Division of Training and Prevention
Governor's Council on Drug and
Alcohol Abuse
2101 N. Front Street
Harrisburg, PA 17120
717-783-8200

ENCORE — They serve as a statewide clearinghouse for literature and films; keep a well-stocked library of research and prevention materials; put out a bi-monthly newsletter called *Inside Dope*; and publish a comprehensive guide to drug and alcohol services in the state. The address is:
ENCORE
Box 2773
Harrisburg, PA 17105
toll free (800) 932-0912
All material is free and they can provide a list of their holdings.

For IU 22, 23, 24, 25 or 26 contact:
Thomas H. Stecher
Delaware County IU
Sixth and Olive Streets
Media, PA 19063
(215) 565-4880, ext. 72

For IU 14, 17, 18, 19, 20, 21 or 29 contact:
Kathleen T. Marinari
Berks County IU
2900 St. Lawrence Avenue
Antietam Valley Center
Reading, PA 19606
(215) 779-7111

For IU 8, 10, 11, 12, 13, 15 or 16 contact:
Margaret E. Rockenbeck
Central IU
R.D. 1 Radio Park
Philipsburg, PA 16866
(814) 342-0884

For IU 1, 2, 3, 4, 5, 6, 7, 9, 27 or 28 contact:
Megan W. Smith
Midwestern IU
Maple Street
Grove City, PA 16127
(412) 458-6700

For more information about the Addictions Prevention Network you can also contact:
Jay M. Strunk
Delaware County IU
6th and Olive Streets
Media, PA 19063
(215) 565-4880 or
(717) 783-2528

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GLOSSARY

BOLD PRINT — indicates teacher definition
light print — indicates a simplified student definition

ATTITUDE — **A FEELING OR EMOTION TOWARD SOMEONE OR SOMETHING**
— one's feelings about persons, places, things and actions

AUTHORITY — **POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
— being the boss, leader; able to tell others what to do

CONFLICT — **OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
— a problem to be solved either with self or others

CRIME — **AN ACT IN VIOLATION OF THE LAW**
— breaking the law

Crime Prevention — **WHEN PEOPLE TAKE NECESSARY ACTIONS TO TRY TO KEEP THEMSELVES, THEIR PROPERTY AND OTHER PEOPLE FROM BECOMING VICTIMS**
— when people take necessary actions to try to keep themselves, their property and other people from becoming victims

FEELING — **AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
— what we believe or think about someone or something

LAW — **A SET OF RULES OR REGULATIONS BY WHICH A PARTICULAR GROUP OR COMMUNITY REGULATES THE CONDUCT OF THE PEOPLE WITHIN IT**
— an official set of rules

RESPONSIBLE — **RELIABLE, TRUSTWORTHY**
— carrying out a job or doing what you are expected to do

RULE — **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
— something written or said which tells us how to act

SAFETY — **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
— keeping away from places or people that will harm us
— acting so we will not get hurt

SHOPLIFTING — **ILLEGALLY REMOVING GOODS FROM A STORE WITHOUT PAYING FOR THEM**
— when someone takes something from a store without paying for it

STEALING — **TAKING SOMEONE'S PROPERTY WITHOUT PERMISSION FROM THE OWNER** (synonym - theft, larceny)
— taking someone's property without permission from the owner

STRANGER — **SOMEONE WE DO NOT KNOW**
— someone we do not know

VALUE — **AN IDEAL OR BELIEF THAT ONE HOLDS IMPORTANT**
— something considered important and worthwhile

VANDALISM — **DELIBERATELY DESTROYING PROPERTY**
— deliberately destroying property

VICTIM — **ONE WHO IS HARMED PHYSICALLY (BODY), MENTALLY (MIND), OR FINANCIALLY (MONEY)**
— one who is harmed physically (body), mentally (mind), or financially (money)

VULNERABLE — **TO BE UNPROTECTED OR IN DANGER OF BECOMING A VICTIM**
— to be unprotected or in danger of becoming a victim